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ABSTRACT

Designed to acquaint teachers and students with aspects of a particular ethnic group's culture, this booklet contains background information and classroom activities related to the Chinese New Year. The first of two parts contains a bibliography of fiction and nonfiction materials, an annotated list of nonprint materials and articles for teachers, and related ERIC documents and abstracts. Over 60 resources produced primarily during the 1970's and 1980's are included in part 1. Part 2 is a unit on the Chinese New Year holiday, although activities may be used throughout the school year as students study about China, its people, and its culture. Section 1 of part 2, background information, provides information about the Lunar New Year, celebration rituals, the kitchen god (Do Gwan), family and community activities, and New Year foods. New Year display objects commonly found in Chinese-American communities are described and the cycle of the 12 animals is discussed. Section 2 of part 2 includes 8 elementary level classroom activities for teaching related topics. The final section in part 2 presents food recipes for the Chinese New Year, community resources, and additional resource and audiovisual materials. (LH)

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CHINA

A BOOK OF ACTIVITIES

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INTRODUCTION

We live in a shrinking world; technology and trade have narrowed the gap that once separated cultures and nations. In the global perspective we are a minority--one of every four children born in this world is Chinese. As we enter the 21st century it is imperative that we, as well as our students, are knowledgeable about other countries--their history, their culture, their problems and their aspirations.

Part I of this booklet is a bibliography of resources on China and Chinese Americans: Fiction for Students, Nonfiction for Students, Nonprint Materials (for Students), Articles for Teachers and Educational Documents.

Part II is a unit on the Chinese New Year holiday. The many activities, however, can be used throughout the year by students and teachers as they study about China, its people and its culture. We wish to thank the Seattle School District for sharing this activity unit.

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PART I

CHINA AND CHINESE AMERICANS

A Bibliography of Print and Nonprint Materials
Prepared by Nancy Motomatsu
Supervisor of Learning Resources
Superintendent of Public Instruction

Fiction for Students

Anderson, Juanita. Charley Yee's New Year. Follett, 1970.

Carpenter, Frances. Tales of a Chinese Grandmother. Tuttle, 1978.

Chrisman, A. B. Shen of the Sea., Chinese Stories for Children. Dutton, 1968. Short stories.

DeJong, M. The House of Sixty Fathers. Harper & Row, 1956.

*Flack, M., and K. Wiese. The Story About Ping, A Duck Who Lived on a Houseboat on the Yangtze River. Viking, 1933.

Fritz, Jean. Homesick; My Own Story. General, 1982.

*Handforth, T. Mei Li. Doubleday, 1938.

*Lattimore, E. Little Pear, The Story of a Little Chinese Boy. Harcourt Brace Jovanovich, 1931.

Lew, Gordon. Story of the Red Envelope. East/West Publishing Co.

Lew, Gordon. Chinese New Year Is Here. East/West Publishing Co.

Lewis, E. Young Fu of the Upper Yangtze. Holt, Rinehart and Winston, 1973. Rev. ed.

Merrill, J. The Superlative Horse. Young Scott Books, 1961.

Monjo, F. N. Prisoners of the Scrambling Dragon. Holt, Rinehart and Winston, 1980.

Ritchie, A. The Treasure of Li-Po. Harcourt Brace Jovanovich, 1949.

Treffinger, C.. Li Lun, Lad of Courage, Abingdon, 1947.

* Suitable for primary grades.

Nonfiction for Students

Aero, Rita. Things Chinese. Dolphin, 1980.

Asia Society. Focus on Asian Studies. (A magazine published three times a year by the Asia Society Inc., New York)

Boese, Wendy. Early China. Gloucester Press, 1977.

Borja, Robert. Making Chinese Papercuts. Whitman, 1980.

Burchfield, Jean. China: Geography, History, Customs, Festivals, Food. Saturday Evening Post Company, 1979.

Carter, Peter. Mao. Viking, 1979.

Ceserani, Gian Paolo. Marco Polo. Putnam, 1982.

Cheng, Hou-Tien. Chinese New Year; Scissor Cuts By the Author. Holt, Rinehart and Winston, 1976.

Culin, Stewart. Korean Games With Notes on Corresponding Games of China and Japan. University of Pennsylvania, 1895.

Dowdell, Dorothy. The Chinese Helped Build America. Messner, 1972.

Falkener, Edward. Games Ancient and Oriental and How to Play Them. Dover, 1961.

Gray, Noel. Looking at China. Lippincott, 1975.

Grunfeld, Frederic V., ed. Games of the World and How to Make Them, How to Play Them and How They Came to Be. Holt, 1975.

Grummer, Arnold E. Paper By Kids. Dillon, 1980.

Hou-tien, Cheng. The Chinese New Year. Holt, 1976.

Hughes-Stanton, Penelope. Ancient Chinese Town. Warwick, 1979.

Joseph, Joan. Folk Toys Around the World and How to Make Them. Parents Press, 1972.

Jue, David F. Chinese Kites: How to Make and Fly Them. Tuttle, 1967.

Kolpas, Norman. Mao. McGraw-Hill, 1981.

Mason, Sally. China. Watts, 1981.

Rau, Margaret. Minority Peoples of China. Messner, 1982.

Rau, Margaret. People of New China. Messner, 1978.

Reit, Seymour. Rice Cakes and Paper Dragons. Dodd, 1973.

Ross, Frank, Jr. Oracle Bones, Stars, and Wheelbarrows: Ancient Chinese Science and Technology. Houghton Mifflin, 1982.

Sasek, M. This Is Hong Kong. Macmillan, 1965.

Schryver, Alice. Chinese Cooking for Beginners. Dodd-Mead, 1974.

Sidel, Ruth. Revolutionary China: People, Politics, and Ping-Pong. Delacorte, 1974.

Spencer, Cornelia. The Yangtze, China's River Highway. Garrard, 1963.

Tang, Yungmei. China, Here We Come; Visiting the People's Republic of China. Putnam, 1981.

Thompson, Brenda. Great Wall of China. Lerner, 1977.

Wiese, Kurt. You Can Write Chinese. Viking, 1945.

Webster, Norman. Stubborn Land. EMC Corporation, 1973.

Willcox, Isobel. Acrobats and Ping-Pong. Dodd, Mead, 1981.

Nonprint Materials

Buck, Pearl S. Chinese Children Next Door. (Phonodisc) Listening Library. ($8.95)

Pearl Buck describes food, games and customs of her early life in China.

China: The Land and the People. (Filmstrip). January Publications, 1979. ($22)

Surveys the People's Republic of China, stressing the changes since the Communist Revolution of 1979.

China: Scenes from the People's Republic. (Picture). Encyclopedia Britannica Educational Corporation, 1978. ($30)

Lithographs of the Great Wall, Peking, Loochow, planting rice, a steel mill, a work experience school, Red Guard children, and a gymnastic exhibition.

Chinese Folktales. (Filmstrip). Coronet, 1973. ($119)

Traditional tales that deal with the universal theme of greed, selfishness, generosity, courage, etc.

Chinese Tales. (Filmstrip). Clearvue, 1973. ($72)

Four traditional Chinese folktales develop an awareness of Chinese values and culture.

People of China. (Filmstrip). Educational Dimensions, 1976. ($50)

Scenic views, historical prints and photographs of the Chinese people. Compares Chinese and American customs and lifestyles, and considers differences in traditional and contemporary conditions of beliefs.

Articles for Teachers

Banks, Serena. "The Curriculum Exchange: Innovative China Programs" Curriculum Review; v20 n4 p296-97 Sep 1981.

Cites five innovative projects in China studies operating in elementary and secondary schools. One of several articles on China studies in this journal issue.

"China Studies: Elementary, Secondary, & Professional." Curriculum Review; v20 n4 p323, 325-47 Sep 1981.

Reviews 38 recent texts, supplements, kits, and professional references for teaching about China. Special sections are devoted to folk literature, cultural activities (games, songs, fine arts), and young adult reading. A directory of Asian Resource Centers is included. One of several articles on China studies in this issue.

Hobbs, Mary Kay. "The Open Mind Policy: Current Issues in Teaching About China." Curriculum Review; v20 n4 p312-15 Sep 1981.

Intended for the K-12 teacher wishing to incorporate study of the People's Republic of China into the curriculum, this article cites new instructional resources, discusses changing perspectives in textbooks and suggests guidelines for evaluating materials on China. It is one of several articles in this issue on China studies.

Hurd, Paul DeHart. "Precollege Biology Teaching in the People's Republic of China." Science Education; v66 n2 p141-54 Apr 1982.

Descriptive information relative to the historical background of the development of a new, uniform secondary school biology curriculum in China is provided. This curriculum, introduced in 1979, is designed to contribute to the achievement of national goals aimed at the modernization of agriculture, industry, defense, and science and technology.

Martin, Roberta. "Social Change in China: Materials for Teaching a Classroom Unit." Curriculum Review; v20 n4 p316-18 Sep 1981.

This intermediate/secondary level unit on contemporary China is based on Allyn and Bacon's "Social Change: The Case of Rural China." Supplementary materials are suggested. This article is one of several in this issue on China studies.

Schwartz, Leslie. "China on the Silver Screen." Curriculum Review; v20 n4 p319-22 Sep 1981.

The author evaluates several intermediate/secondary-level films about China--past and present--and suggests criteria to use in evaluating others. Avoidance of stereotypes is emphasized. Sources and prices are provided for the cited films. One of several articles on China studies in this journal issue.

Sive, Mary Robinson. "Media Monitor: Images of China." Curriculum Review; v20 n4 p298-301 Sep 1981.

The author briefly describes selected instructional media--excluding films--on the geography, history, art, culture, and everyday life of China. Grade levels and ordering sources are provided. This is one of several articles on China studies appearing in this issue.

Smith, John P. "A New Summons: Earth Science Education in the People's Republic of China." Science Education; v65 n1 p79-85 Jan 1981.

Presents observations and comments regarding the present status of earth science education in China.

Smith, Lynn Cozette. "China: New Perspectives for Adolescent Readers." Top of the News; v37 n4 p344-48 Sum 1981.

Reviews adolescent literature about China to find a newer, more positive, and less ideologically biased approach to the Chinese and their culture. It includes a bibliography of 25 titles.

Wojtan, Linda S. "Teaching about Chinese Law: A Multitude of Approaches and Resources." Intercom; n100 p38-40 Dec 1981.

Presents an annotated bibliography of books, films, simulations, and journal articles which can be used in secondary level social studies to help students learn about the Chinese legal system.

Educational Documents for Teachers

ED200469
Townsend, James R. Comp.; Bush, Richard C. Comp. The People's Republic of China: A Basic Handbook. 123p. 1981.

This revised handbook is intended to assist representatives of the media, teachers, students, business executives, government officials, and anyone else interested in increasing their understanding of China. Chapter One, "Learning More About China," is an annotated listing of materials treating current events in China, bibliographies of scholarly resources, handbooks, travel guides, and teacher resources. Chapters Two through Eight treat various topics and contain brief introductions to the chapter's topic, chronologies, biographies, tables, and suggested readings. Chapter Two gives a brief description of "The Land of the People" describing the physical environment, economic potential, and human and political geography.

The "History of the Chinese Revolution" is the topic of Chapter Three. Chapter Four examines "China After Mao". "Foreign Relations and National Defence" are the topics of Chapter Five. Chapter Six deals with "Economic Development and Foreign Trade". Chapter Seven discusses "Material Welfare, Education, and Public Health". The handbook concludes with a discussion of "Daily Life" in Chapter Eight. An appendix contains a Romanization Conversion Table.

ED200487
Barendsen, Robert D. Comp. Education in the People's Republic of China: A Selective Annotated Bibliography of Materials Published in the English Language 1971-1976. 48p. 1981.

This annotated bibliography lists materials written in English which examine education in China. The purpose of the bibliography is to make readily available to all those interested in Chinese education a useful guide to selected reference materials on the subject published from 1971 to 1976. The bulk of the entries is based on first-hand observations by a variety of foreign visitors to China (primarily American). The bibliography lists 198 titles arranged alphabetically by author under two headings, one including material in books, pamphlets and separately published reports, and the other material in periodicals. Many facets of education are dealt with including educational administration and philosophy, values education, vocational education, language and linguistics, medical education, continuing education, and educational practices at all levels. A subject index concludes the publication.

ED211397
Wong, Kevin S. Chinese in America, 1840-1943: A Bibliographical Introduction. 19p. 1981.

This annotated bibliography cites materials dealing with Chinese immigration into the United States from 1840 to 1943. The materials cited can be used at the secondary level. Only monographs--books, sociological studies, dissertations, and government publications--are included. The entries reveal that the quality of the published scholarly materials concerning the history of Chinese in America is quite varied. In general, there is no completely satisfactory history of the Chinese in America as of yet. The majority of the works included are reworkings of Mary Coolidge's 1909 publication "Chinese immigration". While this is one of the classic works in the field, it is rather outdated and her unrestrained pro-Chinese sentiments often obscure the more complex issues of racial interaction and economic competition. Another approach taken by some of the citations is that of Gunther Barth's "Bitter Strength". Using primarily missionary letters from China and California newspaper reports, Barth argues that the actions of the Chinese were responsible for the racial discrimination they experienced. By placing the blame on the Chinese, Barth largely ignores the underlying social attitudes of the nineteenth-century Californians and thus distorts the evolution of the interaction between racism and economics.

Recently, however, there is a growing trend for Chinese Americans to conduct their own research utilizing Chinese language sources and oral histories. Hopefully, with this latter trend, a complete, well-balanced history of Chinese Americans will be forthcoming.

ED214820
Wyman, Judy. A Glimpse of Tibet, the Roof of the World. 22p. 1982.

This unit, intended for secondary students, provides a general introduction to Tibetan history and culture. The unit consists of this written text and a slide program. This text could be used alone as a source of background informational reading. The major objective of the unit is to give preliminary explanations encouraging further research on the part of the teacher and student. The text describes the history of Tibet and its influence on modern life. The role that Tibetan religion plays in people's lives and how it affects their relations with one another and with society at large are examined. Tibetan lifestyles and how they differ from our own are also discussed. The written text includes a description of each slide and a script narrative, three maps of Tibet, and a bibliography for teachers and students.

ED238798
Benegar, John; And Others. "Changing Images of China: Grades 5-12. International Understanding Series. 177p. 1983.

A cross-cultural approach is used to foster an understanding of modern China in this 8-part handbook of supplementary social studies materials for grades 5 through 12. Part 1 focuses on students' perceptions of China. Following a pretest, in which students consider their own stereotypes, three exercises help students gain a sense of the Chinese and their place in the world. Students examine Western and Chinese maps and drawings of the various Chinese ethnic groups, and write a story. In part 2, students learn about Chinese geography by studying the meaning of Chinese place names. Activities in part 3 use a national and international perspective to examine Chinese history. Chinese scientific innovations, views of the West, the Chinese Communist revolution, and China's present leadership are among the topics covered. Part 4, contemporary China, contains cross-cultural comparisons of proverbs, schools, social values, television programming, and children. Specific Chinese institutions such as Confucianism, footbinding, and the national population control campaign are studied. Students analyze a case history and a text on China in parts 5 and 6. Teacher reference materials, including a glossary, explanation of the Chinese alphabet, and bibliography comprise part 7, while the final section contains student handouts to accompany lessons in sections 1 through 4. (LP).

ED232915
Reference Sheet on Area Studies (Asia). 10p. 1983.

Teaching about countries and regions of Asia is the topic of this annotated bibliography. The following kinds and amounts of materials are cited: (1) 11 citations from "Resources in Education" (RIE); (2) 13 citations from "Current Index to Journals in Education" (CIJE); (3) 22 commercially available "Student and Teacher Materials" (9 textbooks and student resources, 7 multimedia materials, and 6 teacher resources); (4) 7 related professional organizations that may prove helpful in this area; and (5) 4 journals and newsletters.

ED233947
Bunge, Frederica M. Ed.; Shinn, Rinn-Sup, Ed. China, A Country Study. Area Handbook Series. Third Edition. 608p. 1981.

Basic facts are given about the social, economic, political, and military institutions of China. The handbook, which is one of a continuing series designed for those interested in foreign affairs, is a revision of one published in 1972. The 1981 edition focuses on historical antecedents and China's new modernization strategies. Arranged into 14 major topics, the handbook describes the general character of the society with information on its history, physical environment and population, social system, education and culture, economic structure, agriculture, industry, trade and transportation, science and technology, government, political processes, foreign policy, internal security, and national defense. Integrated within the text are artistic renditions of ancient artifacts, numerous photographs, 15 illustrative maps, economic and military graphs, and organizational charts depicting the structure of the Chinese Communist Party and other governmental systems. A glossary of terms and an extensive bibliography follow three appendices, which provide: (1) tables of metric conversion units, Pinyin equivalencies of Wade Giles formes, a chronological listing of dynasties, major minority nationalities, and production and population tables; (2) excerpts of the 1972 Shanghai Communique and the 1979 Joint Communique; and (3) basic facts and figures concerning the People's Liberation Army of China.

ED237436
Social Studies for Georgia Schools: Early Childhood and Middle Grades. 165p. 1983.

The material in this K-8 curriculum guide is designed to help local Georgia school systems integrate objective knowledge and skills in the social studies curriculum. Two chapters cover scope and sequence and instructional strategies. In Chapter 1, 4 main curriculum components (knowledge, values and attitudes, skills, and social participation) are discussed in terms of specific teaching goals. Charts tag the knowledge and skill components to concepts, objectives, and grade levels. This chapter also suggests 23 strategies for effective teaching and several methods for improving student evaluation. Chapter 2 contains sample teaching units. A K-4 section includes 30 activities, each coordinated with knowledge and skill

objectives and specific grade levels. Topics covered include seasons, radio and television, family tree, community stereotypes, map and globe skills, and population growth. The section for middle grades offers the following units: United States ethnic groups, China, technology, Georgia studies, and Georgia state government. For each unit, a chart summarizing concepts, objectives, skills, and activities is followed by detailed lesson plans and activities. An appendix provides a sample program evaluation checklist, textbook evaluation criteria, and a supplementary materials evaluation form. An annotated bibliography concludes the guide.

ED237437
Bailey, Ann C. Comp.; And Others. Teaching About China. A Collaborative Work of the Asia Society's Education and Communications Department and its China Council. 415p. 1983.

Designed to supplement textbook study, this guide provides secondary school teachers with a compilation of recent scholarship on China. Eleven sections offer information, analysis, activities, and resources on Chinese geography, language, literature, art, and history to 1983. Sections 1 through 3 provide the following introductory information: rationale, various teaching strategies, and the Chinese romanization system. Sections 4 through 11 contain course materials. Section 4 discusses aspects of China's physical and cultural geography that have affected its historical development. Maps are included. In section 5, myths and facts about the Chinese language are presented and students practice calligraphy and interpret Chinese characters. Section 6 offers 2 essays on Chinese art. In section 7, 3 articles discuss techniques for using Chinese literature in the classroom. The remaining four sections provide a chronological treatment of the dynastic period, the decline of Imperial China, the revolutionary period, and the People's Republic. In each section, a critique of existing texts is followed by an essay which presents new scholarship and alerts teachers to misinformation and differences of opinion. Separate chapters then provide history, representative art and literature, activities, and teaching suggestions. The guide includes appendices concerning text evaluation, books and resources, and resource centers.

PART II

新年快樂

CHINESE NEW YEAR

SEATTLE PUBLIC SCHOOLS
Multi-Ethnic Curriculum
January, 1980 (Revised)

PART II

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Preface

This booklet contains background information and classroom activities about a specific ethnic holiday. The booklet was prepared under the supervision of the Multi-Ethnic Curriculum Office.

The information and activities are intended to acquaint teachers and students with just one aspect of a particular ethnic people's culture. It should by no means be considered a complete or definitive explanation about these ethnic people, their history, or their culture.

Please be sure to review all the material before engaging students in the activities. A careful examination of the resources and activities should assist the teacher in integrating ethnic information throughout the course of study during the school year.

Sharon L. Green, Coordinator
Multi-Ethnic Curriculum

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ACKNOWLEDGMENTS

The activities in this booklet were compiled/revised by

Frances Locke — Gatewood Elementary School

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1. BACKGROUND INFORMATION

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INTRODUCTION

Chinese New Year is celebrated in different ways in the United States. It is one of the most joyous and colorful holidays and is celebrated for any and all of the following reasons:

1) For many people, it is a time to start a "new" life, a rebirth, better life in the New Year.

2) It is a time for family members to gather together to renew and continue love and support for each other.

3) It is also a celebration for life itself, with hopes for more good things to come in the New Year.

Some cities that have a large Chinese American population offer a variety of community activities.

As with many ethnic families in the United States, the extent to which traditional customs are observed in the Chinese American family varies. Some families may not celebrate Chinese New Year at all; some may simply take their immediate families out to dinner at a Chinese restaurant. Still other families may try to keep many of the traditional customs alive and may encourage their children to learn about and actively participate in them.

CHINESE NEW YEAR

THE LUNAR NEW YEAR

Chinese New Year is computed on a lunar calendar. The lunar year has 354 days and 12 lunar months, about half of the months have 30 days and the other half 29. To make the months correspond with the months of the planets, a 13th month is inserted every two or three years and two months are added every five years. The New Year begins on the 20th day of the first moon and may fall anywhere from January to March. It arrives with the second new moon after the winter solstice (the shortest day of the year).

Twelve animals and five elements are assigned to the 12 cycle years of the lunar calendar. For example:

Western Calendar	Symbolic Animal	Element	Lunar Cal.
1971	Boar	metal	4669
1972	Rat	wood	4670
1973	Ox	wood	4671
1974	Tiger	earth*	4672
1975	Hare		4673
1976	Dragon		4674
1977	Serpent		4675
1978	Horse		4676
1979	Ram		4677
1980	Monkey		4678
1981	Rooster		4679
1982	Dog		4680

*other elements are fire, water

CELEBRATION RITUALS History

In days gone by, preparations began in advance and festivities lasted a full month after New Year's Day, from new moon to full moon. Weeks before the New Year, villages bustled with housecleaning activity, befitting the time of renewal. Men in masks and warrior costumes symbolically chased pestilence out of the town. A villager, garbed as a sorcerer, ran through the streets with an ax in hand, driving out evil spirits. All debts were to be settled before the old year ended. This is to insure the saving of face for the borrower and to bring good fortune to him and his family during the coming year.

Another custom of the new year is the dragon and lion dance accompanied by the sounds of firecrackers and drum beats. The dragon and the lion are demon dispellers and symbolize the Yang force meaning good. Noisemakers such as the drum, gong, cymbals, firecrackers, are for the purpose of inhibiting the Ying forces which are considered bad.

The dragon or lion is stored at the family association or fraternal halls. Each year young men are trained to portray the agile, quick-footed and graceful lion or dragon. They must pretend they are waking from a year's hibernation. As the gongs and other noisemakers sound, and fire-

crackers blister about him, he stirs from his home, and moves out to wish the people, their families and businesses a happy and prosperous new year. With his performance, a task of collecting money for charitable institutions and annual dues to associations, is completed by dangling from a window or fire escape a string bearing lettuce, tangerines, and money. The lion or dragon dances in front of his bait, swallows it and bows three times to acknowledge the gift.

KITCHEN GOD - The kitchen god, Do Gwan, is worshipped in a makeshift altar in the home and takes special preference during the holiday. According to tradition, all gods go to Yu Huang Ti, the Jade Emperor and highest god of all, between the 24th day of the 12th month and New Year's Day. Legend says that this god has to be bribed by the head of the household smearing honey over the god's lips so that his report of the family's conduct may be sweet. An elaborate feast is also given for this diety. It consists solely of sweets - also to insure that his report of the family's conduct would be sweet. After the meal, the god, who is represented by a paper image seated on a bamboo chariot, is set afire, so that he rides with the flames to heaven. The ceremony ends with a burst of firecrackers. (A new picture of the kitchen god is placed on the home altar on the fourth day of the new year.)

FAMILY & COMMUNITY ACTIVITY - The color of the season is red (happiness). It is a custom to welcome in the new year with this color on doorways, foods and decorations. Blossoms of the spring representing the Yang decorate the doors and entrance ways of buildings and homes. These blossoms are often called the flowers of prosperity. Red paper greets the new year with inscriptions such as "May wealth and glory become complete," "May we receive the hundred blessings of heaven," or "Wealth, high rank and good salary."

Tradition dictates that friends and relatives must be visited. Callers bring "li-se" for the children and a large bag of oranges and tangerines. (Li-se is a gift of money in red envelopes.) Again the color of red is emphasized in the li-se; oranges and tangerines mean welcome to the new year and the wish for good luck. In return, the hostess offers tea, homemade Chinese New Year pastries and melon seeds. (The melon seed is a symbol of a wish for progeny.) Upon leaving, custom prescribes as part of etiquette, a brief argument where the hostess insists that the caller take back some of his gifts; and after a few minutes, the visitor relents and takes some back before leaving.

This family tradition is led by the female of the household. The housewife has numerous preparations to finish before the beginning of the new year, such as cleaning the house which symbolizes sweeping out the evil and preparing the new year's eve menu. All food has to be cut and sliced before midnight of the new year as the use of the knife is prohibited on New Year's Day, "lest it should cut the luck."

NEW YEAR FOODS - Bakery goods consisting of new year's cake - a dark brown, sweet pastry three inches thick and about eight to fifteen inches in diameter made of rice, flour, brown sugar, peanuts and dates, sprinkled with sesame seeds on top, is a standard appetizer offered during this time. The Chinese name for this pastry is "go" meaning high - so, the meaning of the name is to wish you much luck.

Sweetmeats of large fried balls of dough stuffed with melon and coconut are cooked to tell the fortune. If the sweetmeats turn out to be round and fluffy, the year will be a lucky one; whereas a poor batch symbolizes misfortune.

Chicken, called "gai" in Chinese is offered also. "Gai" in certain parts of China means to bind. The purpose of this dish is to pray that the family will remain united throughout life.

The official ending of the holidays is the Feast of Lanterns, celebrated on the 15th of the first month. The colorful and elaborate lanterns are hung over household doors to attract prosperity and longevity.

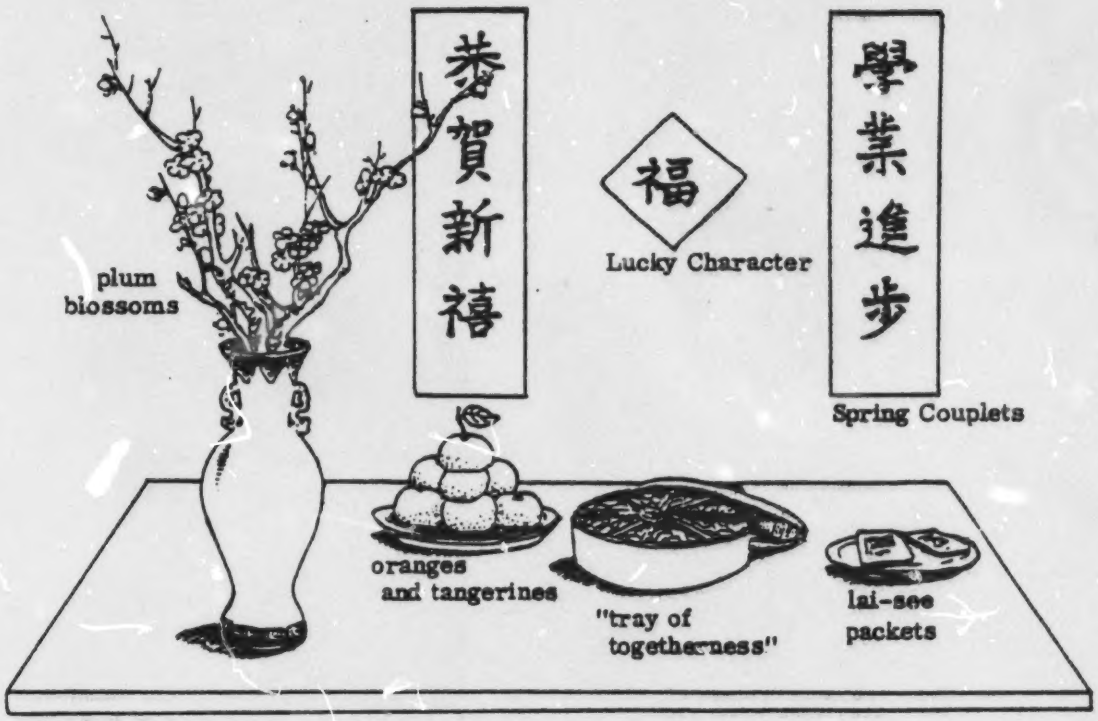
灶君福定

The Kitchen God

SHOWCASE/HALL DISPLAY

A showcase display using New Year objects commonly seen in Chinese American communities would make a colorful and interesting introduction to the Chinese New Year celebration.

Description of New Year display objects commonly seen in San Francisco Chinatown and other Chinese American communities.



1. Spring couplets:

Spring couplets are traditionally written with black ink on red paper. They are hung in storefronts in the month before the New Year's Day, and often stay up for two months. They express best wishes and fortune for the coming year. There is a great variety in the writing of these poetic couplets to fit the situation. A store would generally use couplets that make references to their line of trade. The couplets here are appropriate for a school, they say "happy new year", and "continuing advancement in education".

2. Lucky Character:
The single word fook , or fortune, is often displayed in many homes and stores. They are usually written by brush on a diamond-shaped piece of red paper.

3. Lai-see envelopes:
(also called Hong-bao) Money is placed in these envelopes and given to children and young adults at New Year's time, much in the spirit as Christmas presents. Presents are also often exchanged between families.

4. Sample Chinese Calendar:
The Chinese calendar will often show the dates of both the Gregorian (Western) calendar and the Chinese Lunar Calendar. The Gregorian dates are printed in Arabic numerals, and the Chinese dates in Chinese numerals.

5. Zodiac Chart:
The rotating cycle of twelve animal signs was a folk method for naming the years in traditional China. The animal signs for one another in an established order, and are repeated every twelve years. 1976 was the Year of the Dragon, 1977 the Year of the Snake.

6. Flowers:
Flowers are an important part of the New Year decorations. In old China, much use was made of natural products in celebrations as well as in daily life. The two flowers most associated with the New Year are the plum blossom and the water narcissus.

Plum blossoms stand for courage and hope. The blossoms burst forth at the end of winter on a seemingly lifeless branch. In Chinese art, plum blossoms are associated with the entire season of winter and not just the New Year.

The water narcissus is another flower that blossoms at New Year's time. If the white flowers blossom exactly on the day of the New Year, it is believed to indicate good fortune for the ensuing twelve months.

7. Tangerines, Oranges, and Pomelos:
Tangerines and oranges are frequently displayed in homes and stores. Tangerines are symbolic of good luck, and oranges are symbolic of wealth. These symbols have developed through a language pun, the word for tangerine having the same sound as "luck" in Chinese, and the word for orange having the same sound as "wealth". Pomelos are large pear-shaped grapefruits.

---

8. Tray of Togetherness:
Many families keep a tray full of dried fruits, sweets, and candies to welcome guests and relatives who drop by. This tray is called a chuen-hop, or "tray of togetherness". Traditionally, it was made up of eight compartments, each of which was filled with a special food item of significance to the New Year season.

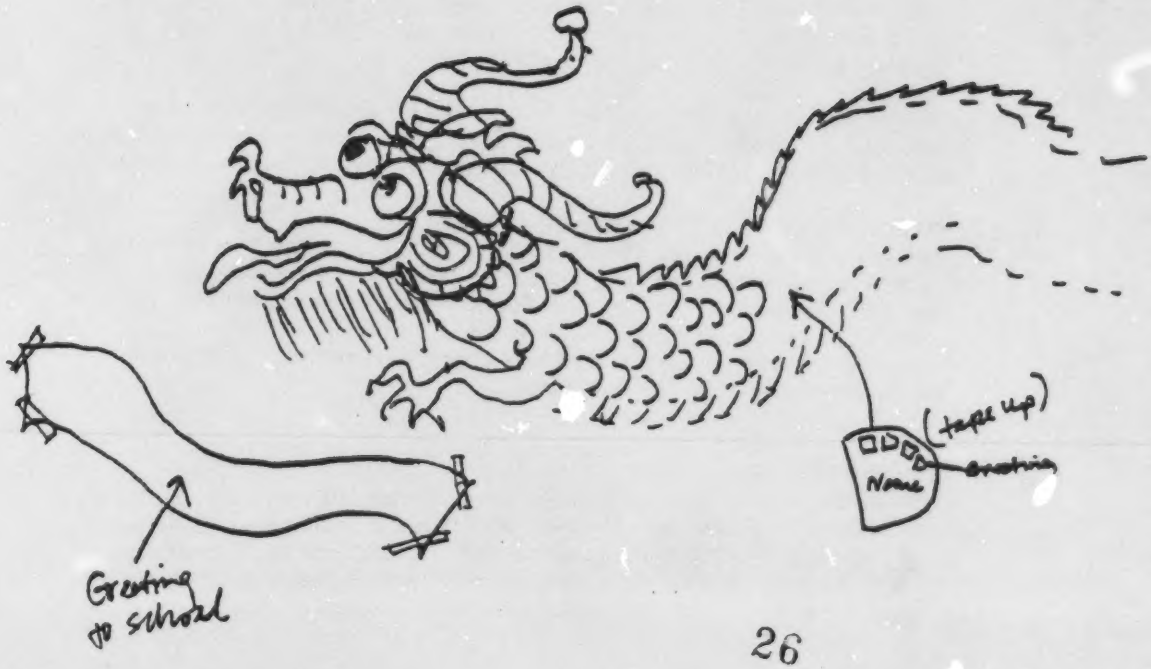
DRAGON DISPLAY

MATERIALS: White art paper
Felt pens

PROCEDURE: Draw a large picture of a dragon on the white paper. Do not complete the scales but be sure the outline is drawn. Cut some half circles of paper and place in an envelope near the dragon. Children take a half circle and put their name on it and place on the dragon.

SUGGESTIONS: This could be a school project as well as a class one.

School visitors could be invited to write their name on a scale and add it to the dragon, thereby wishing the school a happy Chinese New Year.



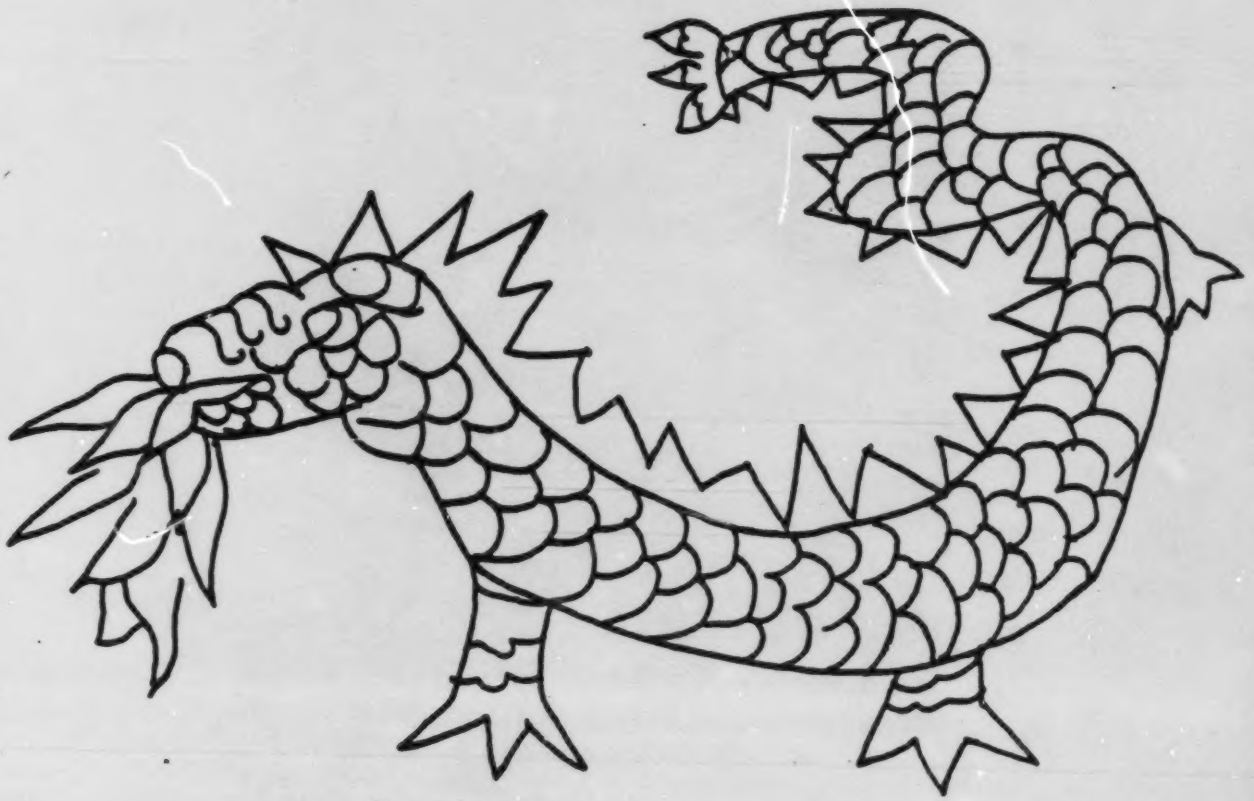
26

The Cycle of the Twelve Animals

A long time ago the Chinese picked twelve animals and assigned them each to a year forming a cycle of 12 years. Every twelve years marks the beginning of a new cycle. The cycle goes as follows: rat, ox, tiger, hare, dragon, serpent, horse, ram, monkey, rooster, dog and boar. The following chart shows the arrangement of the animals and years.

Rat	1960	1972	1984
Ox	1961	1973	1985
Tiger	1962	1974	1986
Hare	1963	1975	1987
Dragon	1964	1976	1988
Serpent	1965	1977	1989
Horse	1966	1978	1990
Ram	1967	1979	1991
Monkey	1968	1980	1992
Rooster	1969	1981	1993
Dog	1970	1982	1994
Boar	1971	1983	1995

Why did the Chinese pick these particular animals for the names of the year? Actually no one really knows how it came about. There are two old tales which have been told to Chinese children generation after generation about the origins of the 12 animals.



Story I

Twelve animals quarreled one day as to who was to head the cycle of years. The gods were asked to decide and they came up with an idea -- a contest: Whoever was to reach the bank of a certain river would be first and the rest of the animals would be grouped accordingly.

All assembled at the river and the ox plunged in. The rat jumped upon his broad back. Just before the ox stepped on shore, the rat jumped off his back and on the river bank. Thus the cycle starts off with the rat then follows: ox, tiger, hare, dragon, serpent, horse, ram or goat, monkey, rooster or chicken, dog, and boar or pig.

Story II

Once upon a time a king in China invited the animals in his kingdom to share in the New Year's celebration. As it turned out, only twelve of the animals came. First to arrive was the rat. Next came the ox. One by one they came. The twelfth and last to show up was the boar. Then the king named a year for each of the animals that came.

Special meanings have been given to each of the animals. Some people believe that certain animal years are better than others. These animal signs were important enough that they influenced important decisions such as marriages of people born under certain signs. People also believe that the year you are born in is supposed to affect your character in some way. It's fun to read anyway!

The Cycle of the Twelve Animals - A Description

Year of the Rat - A child born during the day is most likely to have a rich easy life. Rats are supposed to sleep by day and forage by night. If born during the night, one can expect a life of hard work.

Year of the Ox - The ox is a strong, steadfast animal. A child born this year is supposed to be a hard worker. S/he is strong and dependable.

Year of the Tiger - The tiger is said to be loyal and is a good provider. But the tigress tends to be shrewd.

Year of the Hare (Rabbit) - A person born this year is likely to be blessed with many children. S/he should have a happy and fruitful life.

Year of the Dragon - The dragon is supposed to be conservative. S/he is quick to anger only if s/he is protecting her/his young. The dragon is fond of the night time.

Year of the Serpent (Snake) - The serpent is said to be blessed with three virtues: sagacity, tenacity and agility. Therefore, a person born during this year should be capable of making sound judgments, doing various kinds of work, and keeping on the job until the work is finished.

Year of the Horse - The horse is a strong and friendly animal. A person born during this year is supposed to be kind to strangers, but s/he is not good when working with relatives.

Year of the Ram - The ram is said to be a proud and domineering animal. A person born this year should be strong in the instinct to help and guard her/his fellows. S/he should make a good doctor.

Year of the Monkey - This animal is quick and agile. S/he is always curious and highly observant. The person born this year would be a loving parent. S/he would be good in work that requires curiosity, but s/he is not likely to mind her/his own business.

Year of the Rooster - We know the rooster is an early riser. The person born this year would likely be very industrious. S/he would be proud, single-purposed and quick.

Year of the Dog - A dog can be a loyal friend. A person born this year would be loyal and persistent and quick to learn.

Year of the Boar - This animal is intelligent and emotional. A person born this year is likely to be a good parent. S/he is prolific. S/he may be easy to anger, but s/he is intelligent. S/he knows when to retreat if necessary.

2. CLASSROOM ACTIVITIES

A.	What Sign Are You?	21
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H.	Chinese Numbers 1-12	57

What Sign Are You?

Subject Area: Math Drill; Social Studies

Level: Elementary

Objectives:
- -to practice using reference charts to find information
- -to learn to calculate age or year of birth if one or the other is given
- -to become familiar with the astrological Zodiac and the animal cycles and understand their similarities and differences
- -to research general information about noted personalities

Materials Needed: The Cycle of the 12 Animals (page 23)
Astrological Zodiac Signs (page 24)
Personalities and their Birth Dates Worksheet (page 26)

Procedure: (1) Compare and contrast the Lunar Calendar (page 5) with the calendar used in our classrooms, the Animal Cycle signs with the Astrological Zodiac signs.

(2) Have the students find their own signs in both ways. Analyze what each says about themselves. (You may need to point out that there is no stigma attached to any of the animals.)

Do they agree or disagree with the description of themselves according to the signs?

(3) Here are suggestions for using the worksheet in groups or individually. Before running off the student copies, fill in information according to what you want your students to do. This would be determined by their abilities and your objectives.

a. Math: Leave out the ages. Have students find out how old the person would be in 1980 by subtracting.

$$\begin{array}{rl} 1980 & \\ -\ 1925 & \text{(Maria Tallchief)} \\ \hline 55 & \text{years old} \end{array}$$

b. Math: Leave out the year of birth. Find it by subtracting.

c. Math: Along with either of the above, have students find the animal sign for each person. Since it comes in 12 year cycles, keep adding 12 or groups of 12 to the year of birth until you reach a year that is indicated in the reference chart.

$$\begin{array}{rl} 1927 & \text{(Cesar Chavez)} \\ +\ 12 & \\ \hline 1939 & \\ +\ 24 & \\ \hline 1963 & \\ +\ 12 & \\ \hline 1975 & \text{- (Rabbit or Hare as indicated on the chart.)} \end{array}$$

Write or draw in the symbol of the sign.

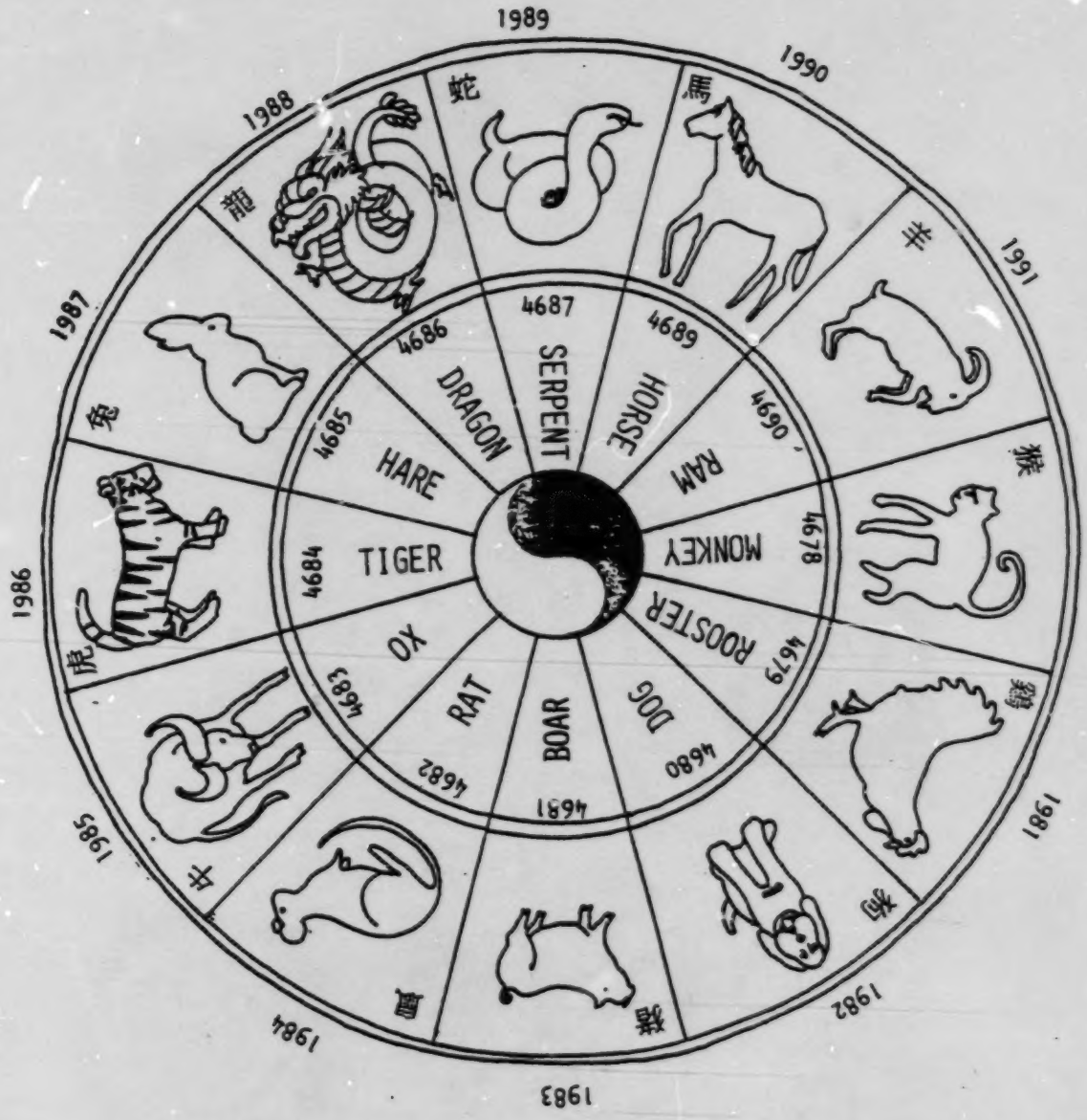
d. Using the Astrological Zodiac Chart, student may fill in that sign also.

e. Social Studies: Have students do some research and find out the ethnic background or the occupations or achievements of these personalities.

The Cycle of

THE TWELVE ANIMALS

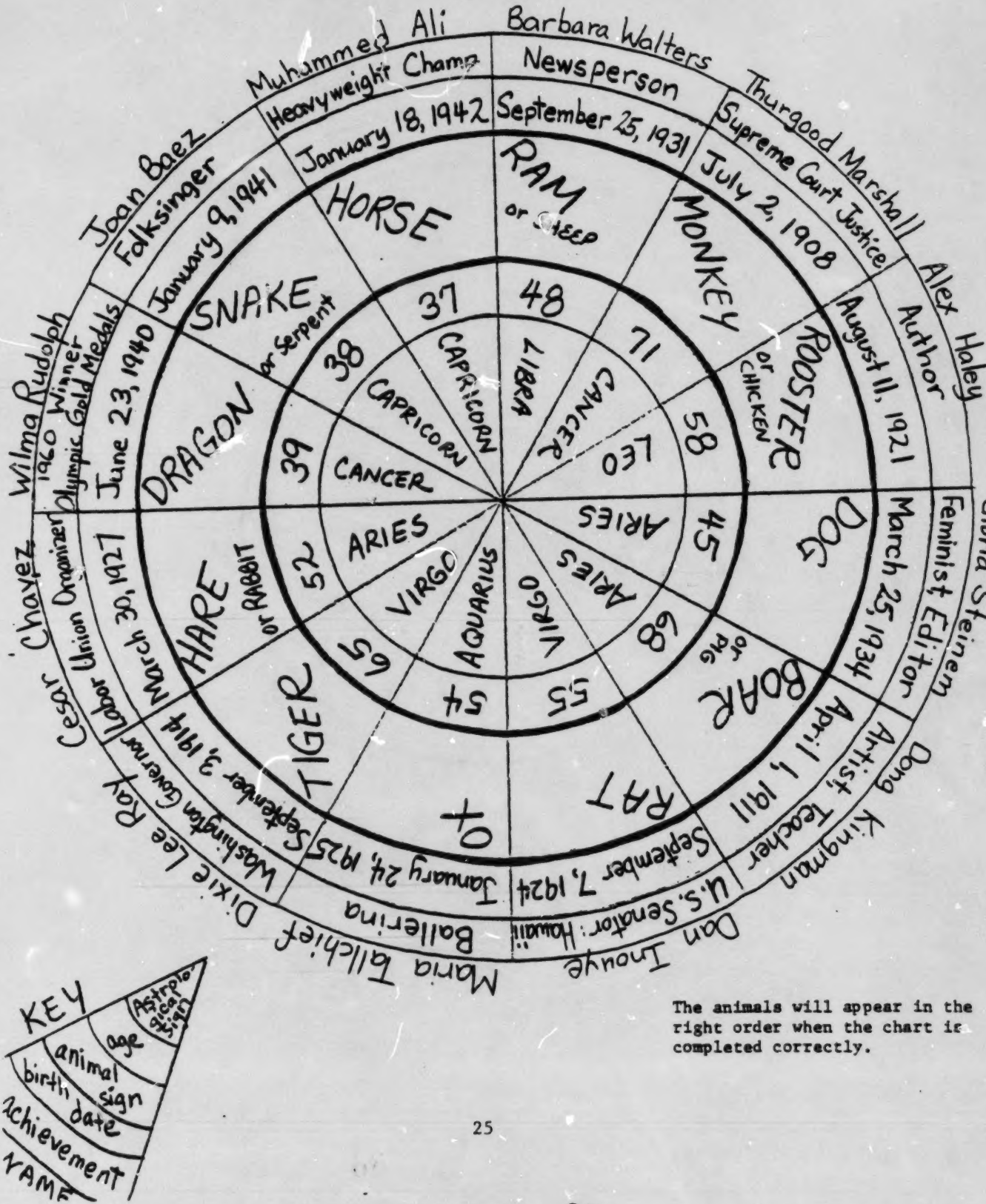
十二生肖



Zodiac Signs

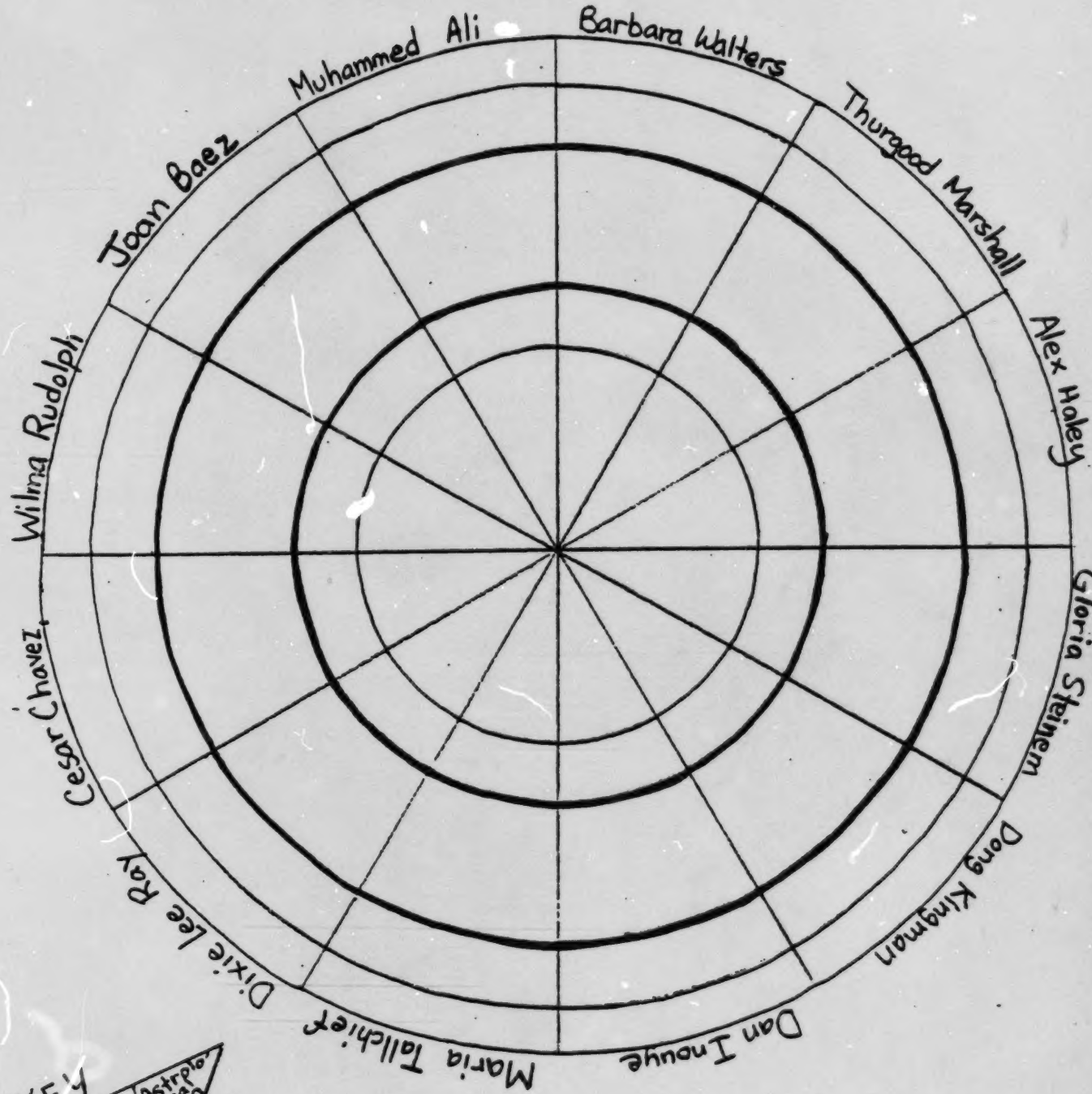
Aquarius	January 20 - February 18
Pisces	February 19 - March 20
Aries	March 21 - April 19
Taurus	April 20 - May 20
Gemini	May 21 - June 21
Cancer	June 22 - July 22
Leo	July 23 - August 22
Virgo	August 23 - September 22
Libra	September 23 - October 23
Scorpio	October 24 - November 22
Sagittarius	November 23 - December 21
Capricorn	December 22 - January 19

Personality Key
Teachers Worksheet



KEY

The animals will appear in the right order when the chart is completed correctly.


Muhammed Ali
Barbara Walters
Thurgood Marshall
Alex Haley
Gloria Steinem
Dong Kingman
Dan Inouye
Maria Tallchief
Dixie Lee Ray
Cesar Chavez
Wilma Rudolph
Joan Baez

KEY
Astrological sign
age
animal
birth date
achievement
NAME

Chinese Calligraphy

To the Chinese, calligraphy is as much an art as painting.

Calligraphy is not mere handwriting. It must show originality, style, strength and personality. Writing may be neat and even ornate but that does not necessarily make it calligraphy.

Development of calligraphy into an art owes much to use of the Chinese writing brush and paper. The brush was invented before the 5th century B.C. It is subtle and responsive. Lines and strokes can be made exactly as one intends. Quickly absorbent paper was invented in the early years of the Christian era. It does not distort the forms of the characters while drying. Furthermore, it defies correction. Unsatisfactory lines and strokes cannot be altered once they are on the paper. This is a commandment of the calligraphic art.

The ideographic Chinese characters present an infinite variety of structural problems that challenge artistic imagination. They are formed by horizontal and vertical lines, dots, hooks, and slanting strokes. It is for the artist to decide the thickness, length and shape of each mark. He must take into consideration the fact that the size of the characters and the space between them contribute to the beauty of the composition and its rhythm. For variety, he may not always write the same character in the same shape and size. To relieve the tendency of Chinese characters to be square, he may elongate or round them into a new gracefulness.

The most common calligraphies are called regular, running and grass styles. The first is elaborate, with lines and strokes written one after the other; the second is rapid, with lines and strokes joined together whenever convenient; and the third is a shorthand form of writing.

Principles of balance and symmetry usually are observed in Chinese calligraphy. However, one school which advocates the beauty of momentum argues that a horizontal line should not be horizontal but higher at one end than the other, that a square should never be perfect and that symmetrical parts should never be identical in size or position.

Chinese calligraphy is an art, a philosophy and a form of relaxation for many who will never acquire consummate skill. Its calm and orderly beauty is attracting an ever widening circle of admirers and even a few practitioners among Westerners.

Chinese Calligraphy - Gung-Hay Fat Choy

Subject Area: Art, Social Studies, or Language Arts

Level: Elementary

Objectives: to complete a crayon rubbing art project in honor of Chinese New Year

While the objectives for Social Studies, Art or Language Arts may be determined by the kinds of lessons taught before the project, objectives should also include the following:

- an understanding of the use of characters in Chinese and Japanese writing. (It is not a phonetic alphabet system. Each character would represent all or part of an idea or word meaning.)
- an introduction to the art of calligraphy.
- an understanding of the use of the color red in Chinese culture.

Materials Needed: Four Chinese Characters saying "HAPPY NEW YEAR"
Tagboard
Red butcher paper at least 8½ x 30"
Black crayon
Black yarn
Teacher prepared layered plate for crayon rubbing. To prepare a "layered plate": on tagboard, run off two sets of the Chinese characters. Cut out each little part of the characters of <u>one</u> set. Glue each of the parts onto corresponding parts of the other set of characters. The characters are raised enough so that you now have a "layered plate" from which to make a crayon rubbing. Identify each part as being "tops" (happiness) or "bottom" (New Year).

Procedure: Because of the limited number of layered plates, this works best as an Interest Center project.

(1) Fold over an inch at the top of the butcher paper. Fold over again and then again to make it stiff.

(2) Do the same to the bottom part.

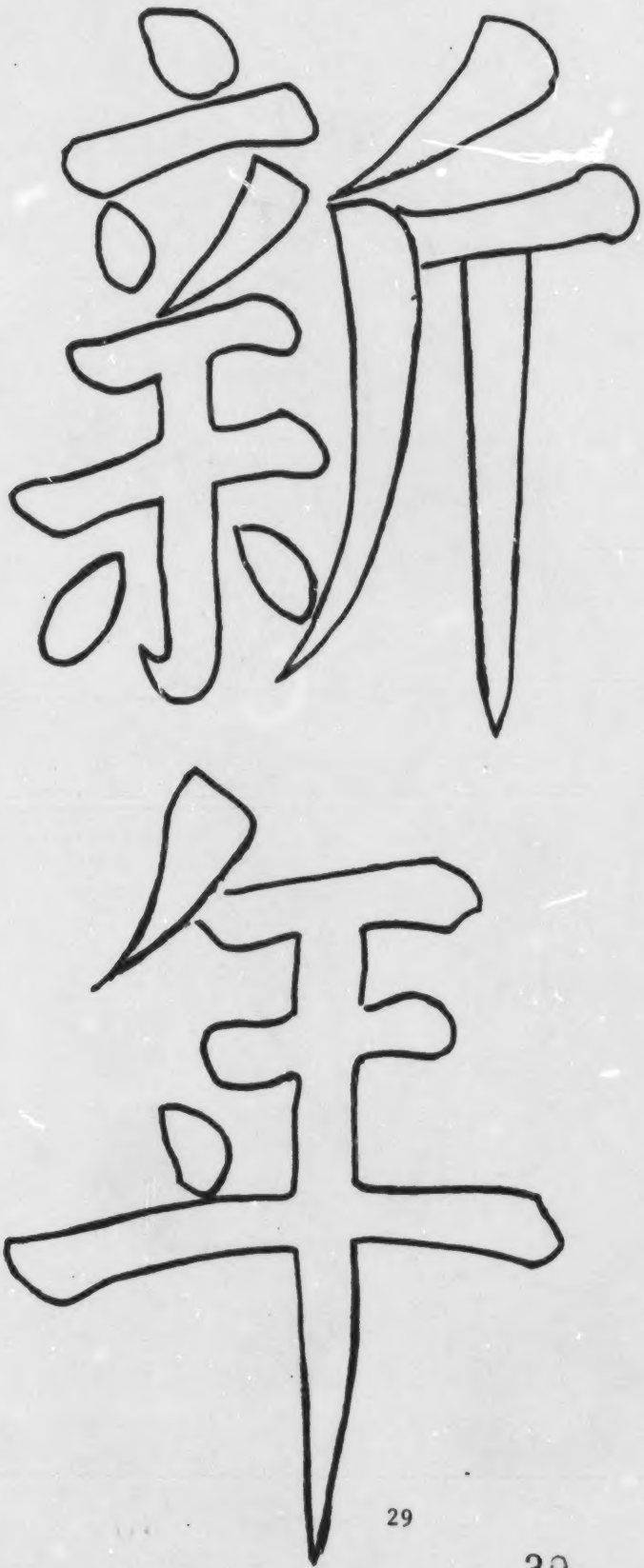
(3) Put the top layered plate under the top part of the red paper.

(4) Make a black crayon rubbing of the character. Be sure to press hard over the edges of the characters to make each part as dark as possible. Be careful to not rub over the edges of the plate itself.

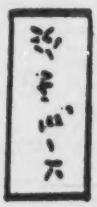
(5) Do the same with the last two characters for the bottom part of the scroll. Be sure to space correctly the second and third characters so that it all looks balanced.

(6) Put yarn under the top folds in the back of the scroll and glue the fold down. Tie the yarn at the top to make a hanging. Variation: Sticks may be inserted into the top and bottom of the scroll and then the yarn tied to the end of the stick at the top.

(7) Glue the bottom folds down also.



*These two characters mean New Year. Color the words in black and the background in red, then paste the first sheet & the second sheet together. .



*These two characters mean happiness.

40

The Red Scroll

Do you know what a red scroll is? It's a long piece of red paper which the Chinese use to write meaningful lucky phrases with a large brush and black ink. These red scrolls are hung either inside or outside of the house just before Chinese New Year. Many Chinese believe that by doing this, it will ensure continued happiness and prosperity for the household.

The custom of the red scrolls has been around for a long time. During Chinese New Year celebration, many restaurants display them in front of their buildings.

According to tradition, the Chinese first carved lucky characters on peach wood for Chinese New Year in 907 A.D. They believed that the plaques would bring good luck and drive away evil spirits. As time passed, the people thought that the peach wood was too heavy and inconvenient to use; so, they started to use red paper instead.

The custom of the red scroll originated with a Ming Dynasty emperor who liked them very much. Once, just before Chinese New Year, the emperor was in the capital city and saw some beautiful red scrolls. He decided that all of his subjects should put them on their doors. He thought that the scrolls would make everyone happy and that peace would continue in his kingdom.

When the people heard the emperor's order, they immediately put red scrolls outside their doors. The only people who didn't obey the order were those who didn't know how to read or write. They met to discuss their problem because they didn't want to offend the emperor. Finally, they decided to put plain red paper, brushes, and paper near their front doors. Then they would ask for help from people who did know how to read and write. Since then the hanging of red scrolls for Chinese New Year has been a custom in many homes.

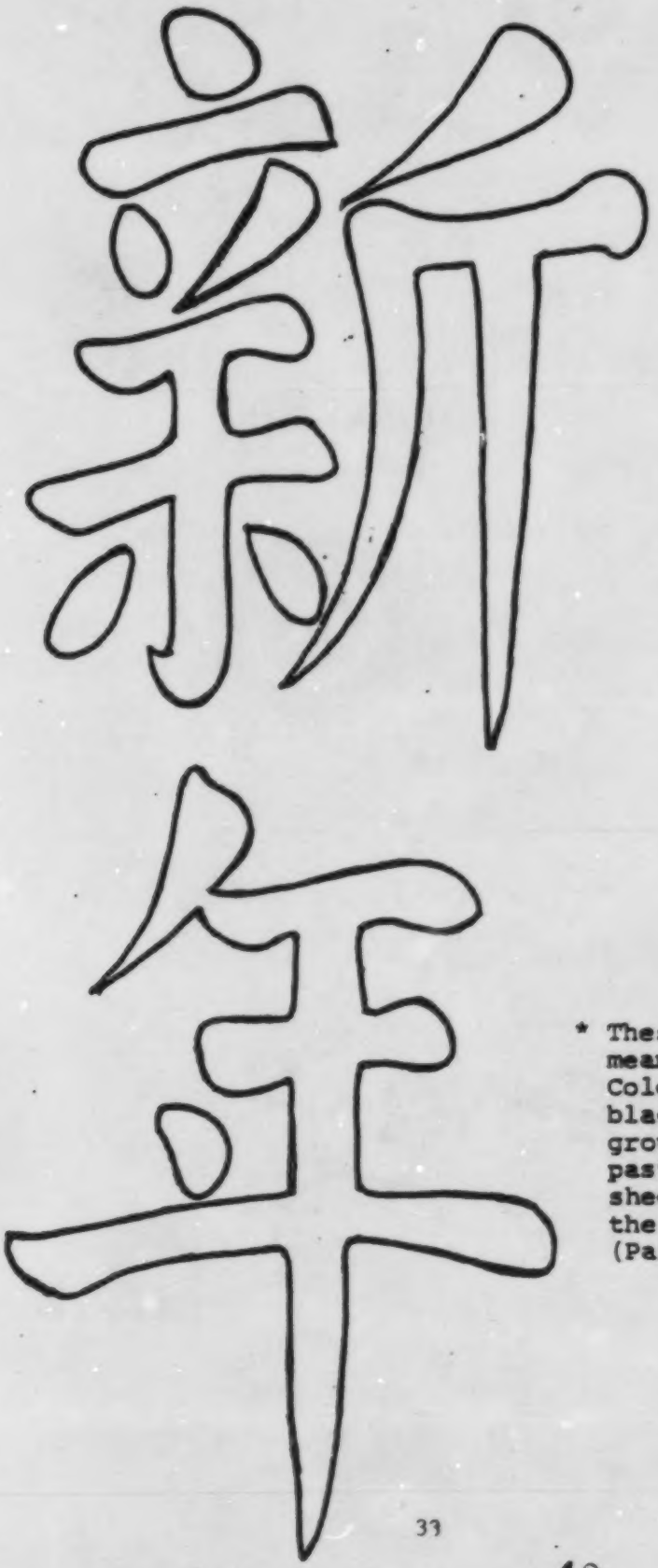
Red Scrolls I & II

I.

II.

* Every red scroll consists of two pages (four Chinese characters). When you put the two pages together be sure they are in the proper order.

Red Scroll I - Part A

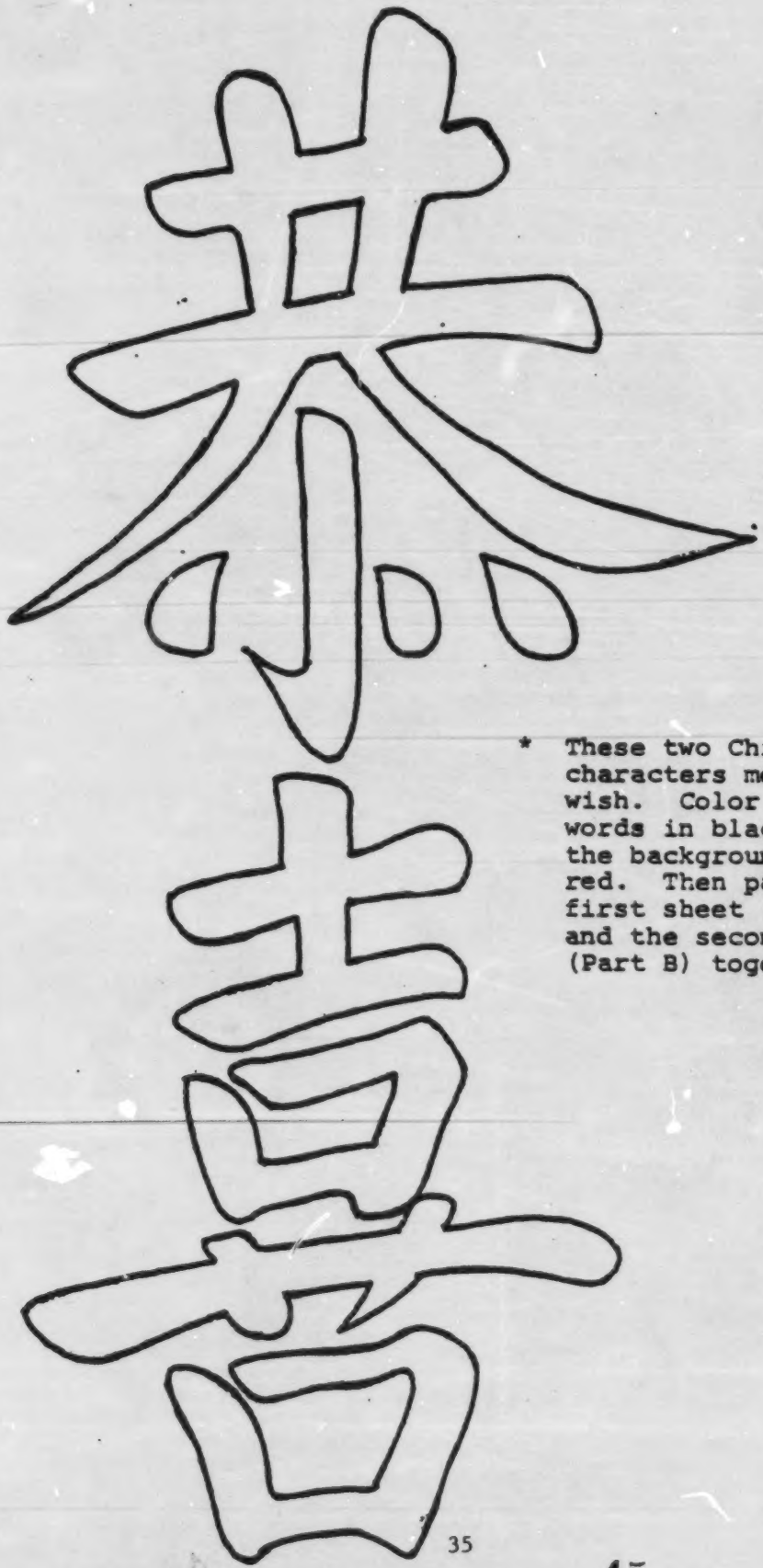


* These two words mean New Year. Color the words in black and the background in red. Then paste the first sheet (Part A) and the second sheet (Part B) together.

Red Scroll I - Part B

* These two words mean happiness.

Red Scroll II - Part A



* These two Chinese characters mean to wish. Color the words in black and the background in red. Then paste the first sheet (Part A) and the second sheet (Part B) together.

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Red Scroll II - Part B

* These two words mean prosperity. Color the words in black and the background in red.

Lion or Dragon Puppet

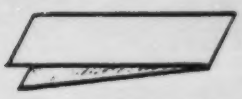
The Lion or Dragon Dance is often performed during a Chinese New Year celebration. The dragon stands for courage, adventure, and bravery. The lion guards people and houses against evil spirits. (See Background information pages 1-3)

Level: Elementary

Materials Needed: 4" X 20" strip of construction paper
variety of materials for decorating the puppet and making its tail

Example:		
	construction paper	crayon
	fabric	tissue paper
	crepe paper	yarn

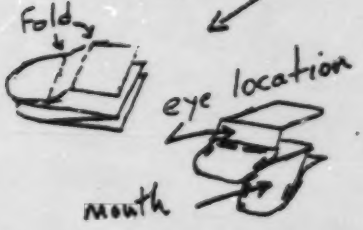
Procedure: To make the Lion or Dragon Head -



1. Fold the construction paper in half to make it 10" X 4".

2. Take each open end and fold it to the top to make an accordion pleat (5" X 4" when flat)

3. Place the pattern on the folded construction paper and cut.

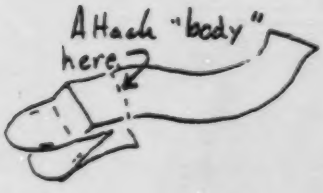


4. Take the top layer and make a fold for the eyes and staple.

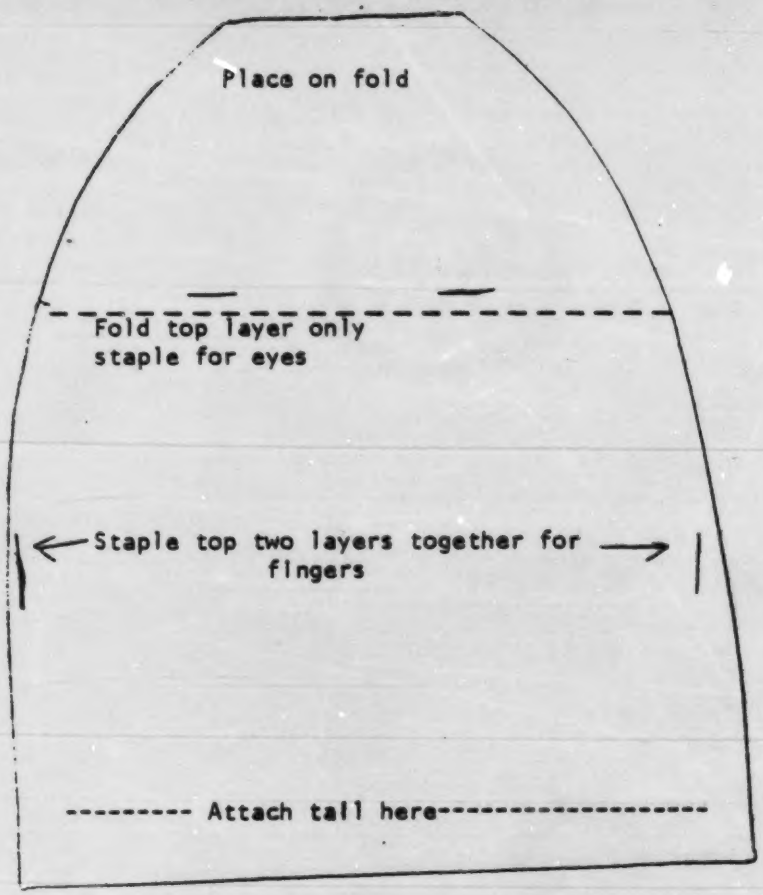
5. Staple the top two sides for the fingers and the bottom two sides for the thumb.

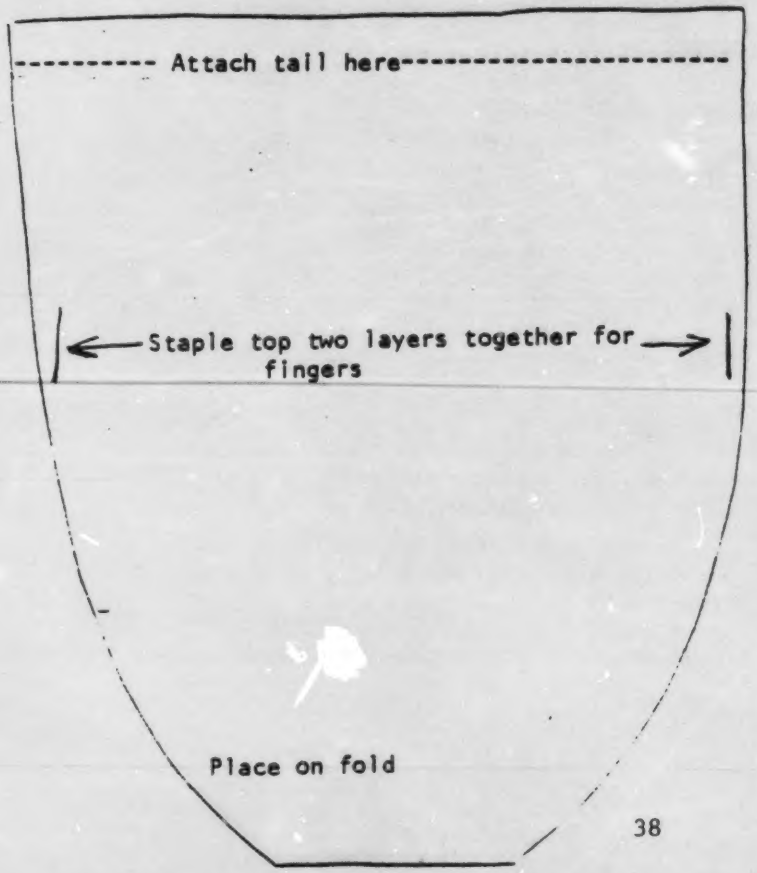
6. Students can decorate the head in any way - making bulging eyes, a fiery tongue, stringy beard, etc.

To make the tail which should be attached to the top part of the puppet-



1. A long strip of construction paper can be attached to the head. Decorate it in any way or color it, then accordion pleat it.
2. Crepe paper streamers can be attached to the head or crepe paper can be pasted on the construction paper tail.
3. Colorful tissue paper scraps can also be pasted on the construction paper tail.





Pattern for Lion or Dragon Head

Instructions on the pattern is for the top part of the head only.

The bottom two layers should just be stapled on the sides to form a pocket for the thumb.

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Chinese Animal Sign Dodecahedron

十二生肖球

Directions:
1) Cut along the solid lines.
2) Fold inward along the dotted lines.
3) Glue each to the back of the picture with the same number. (Example: Glue Tab #1 under Picture #1, rooster.)

THE TWELVE ANIMALS

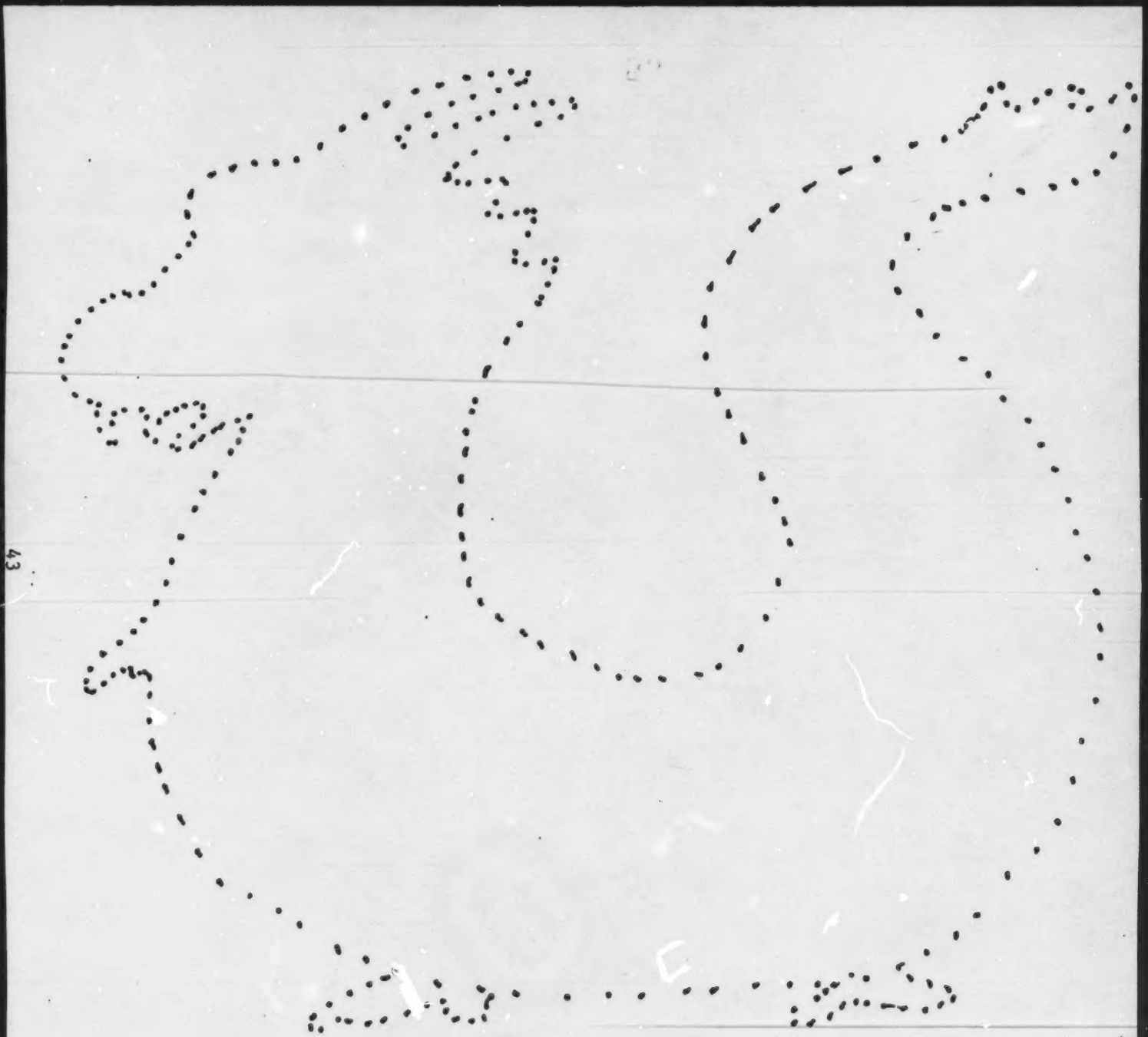
(Outlines)

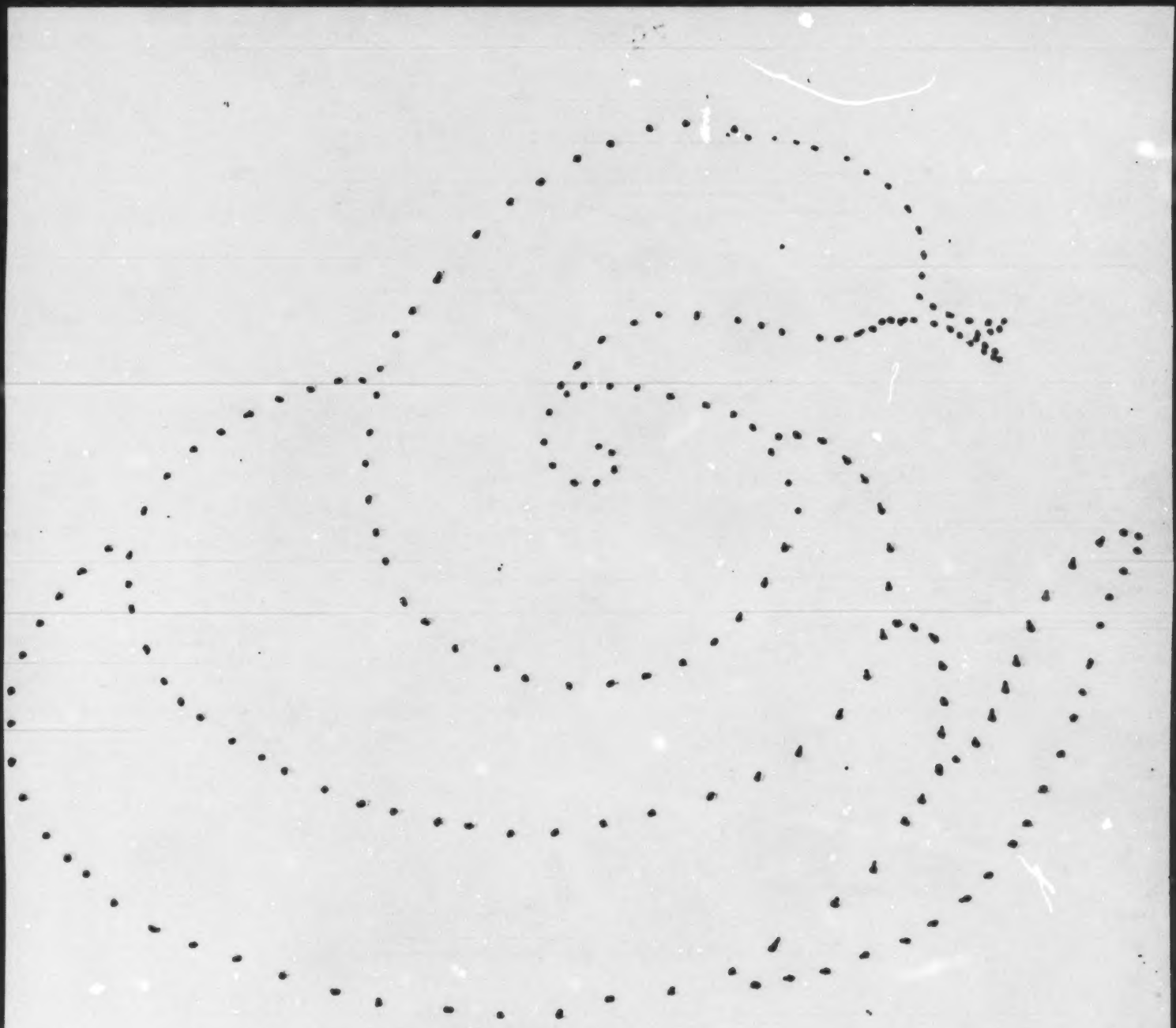
MATERIALS: Various colors of tissue paper, cut into 2" squares
Glue
Animal outlines

PROCEDURE: Twist squares and glue onto animals to give 3-D effect
Use different colors for the facial features

SUGGESTIONS: When project is completed, these could be used for oral language development. A comparison could be made regarding their shape and their differences.

These could also be glued onto sticks and used as puppets.





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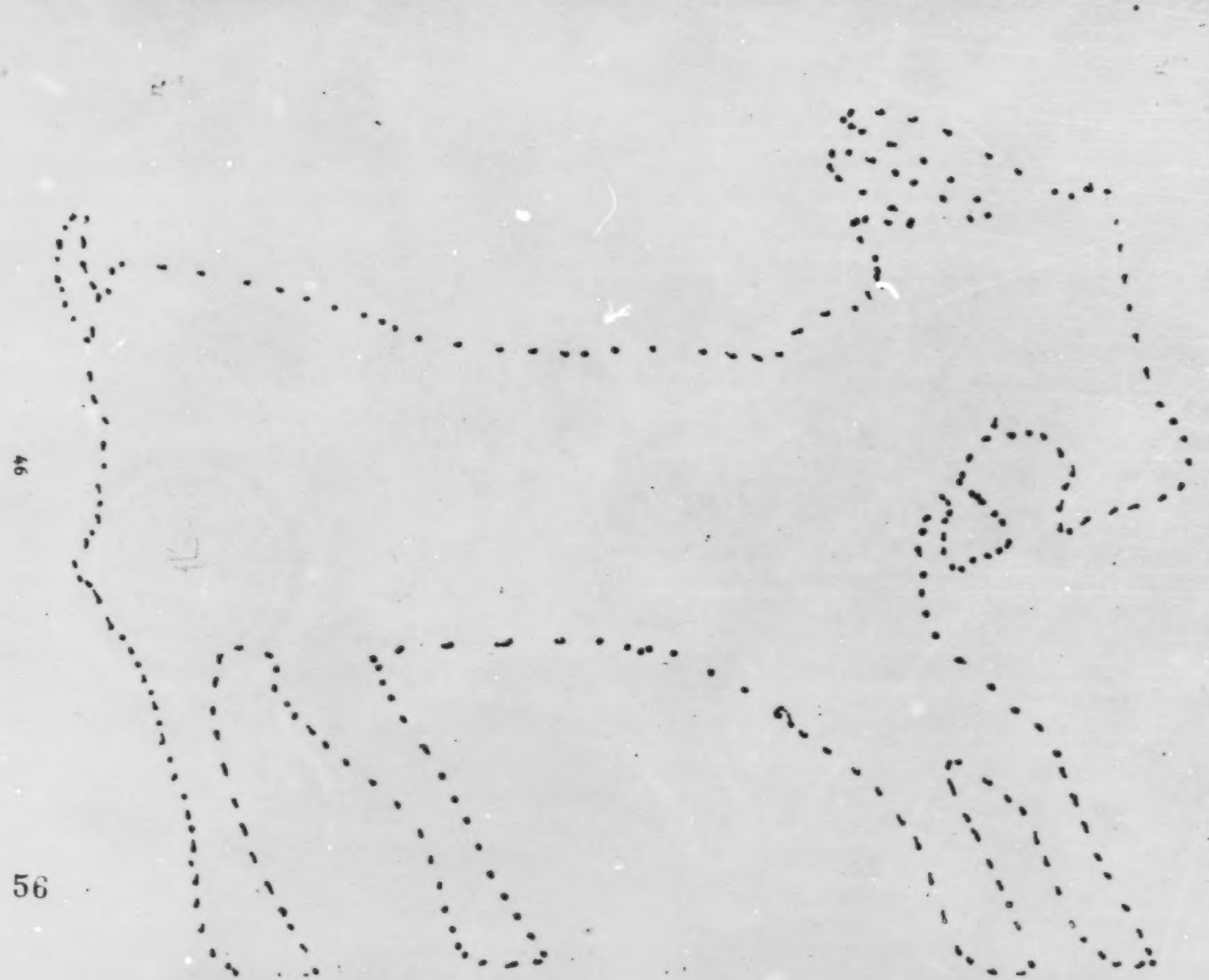

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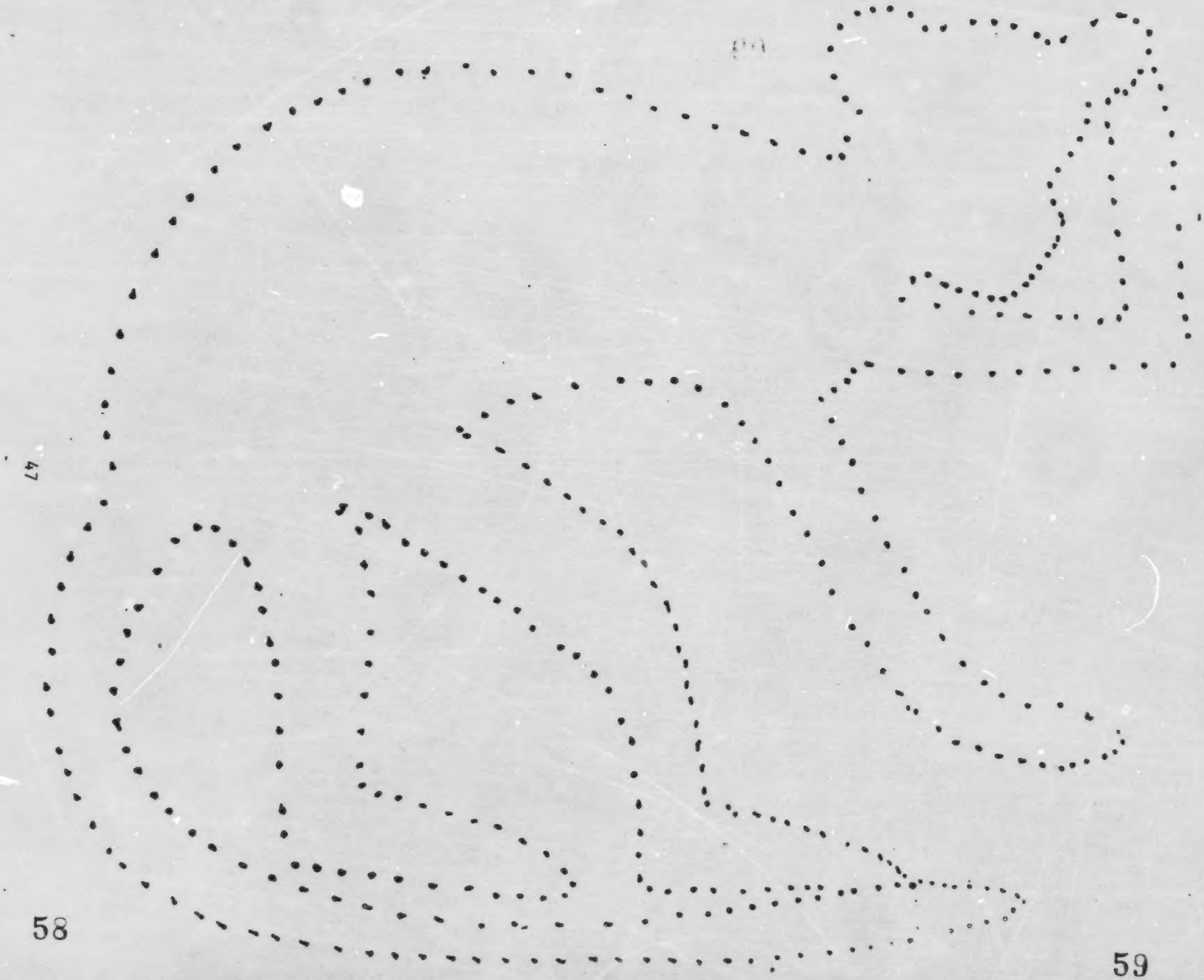

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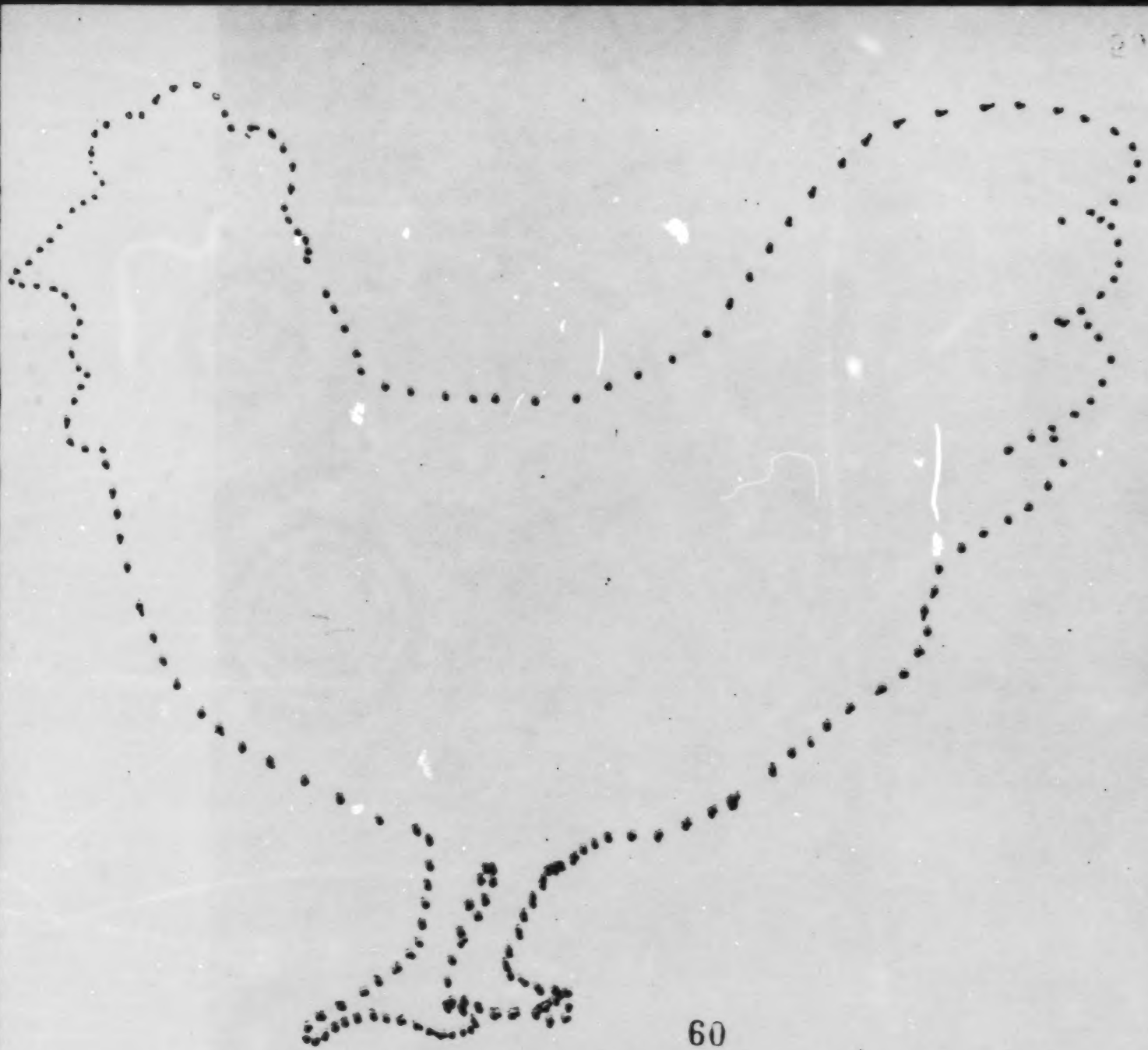

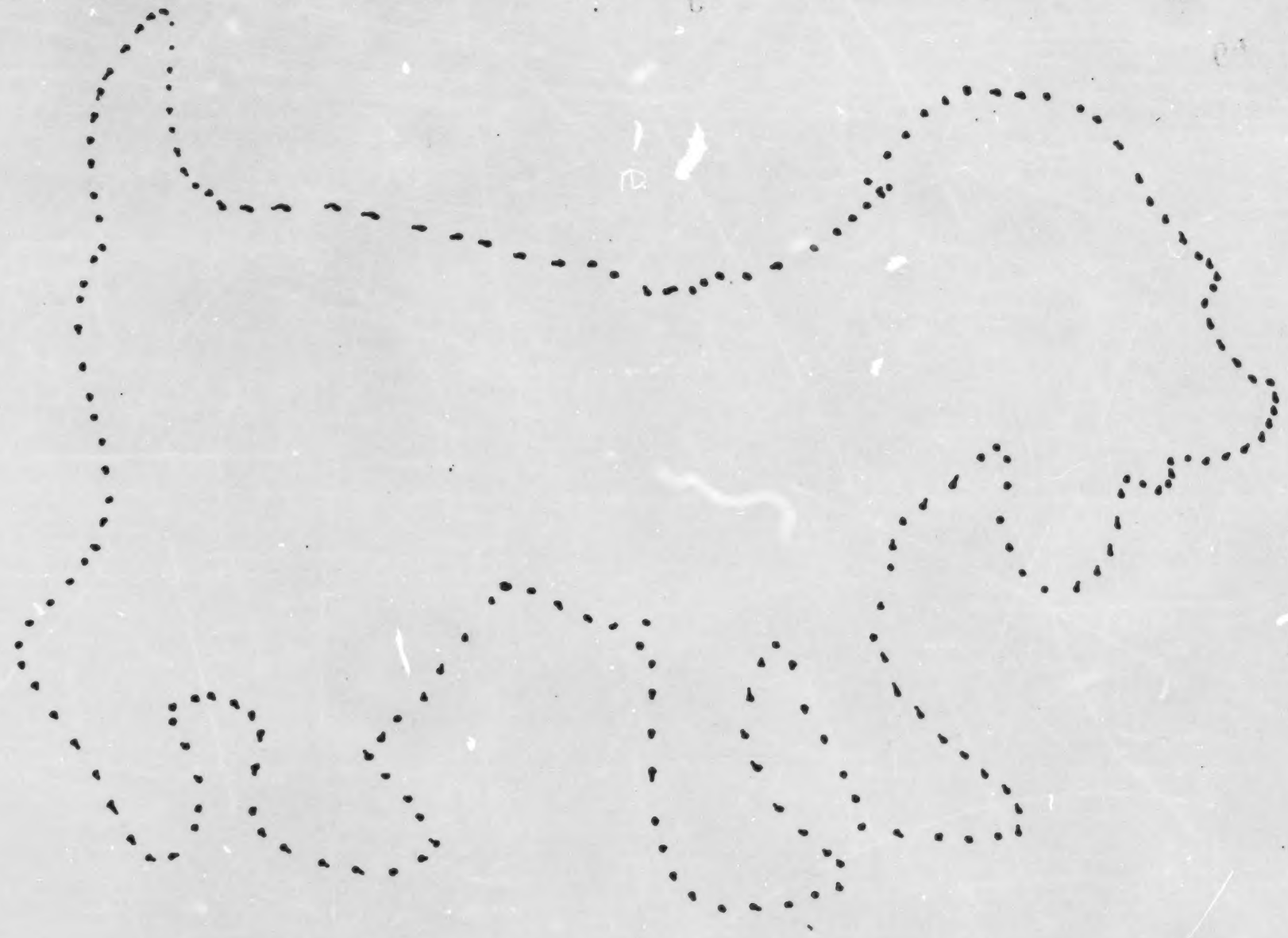

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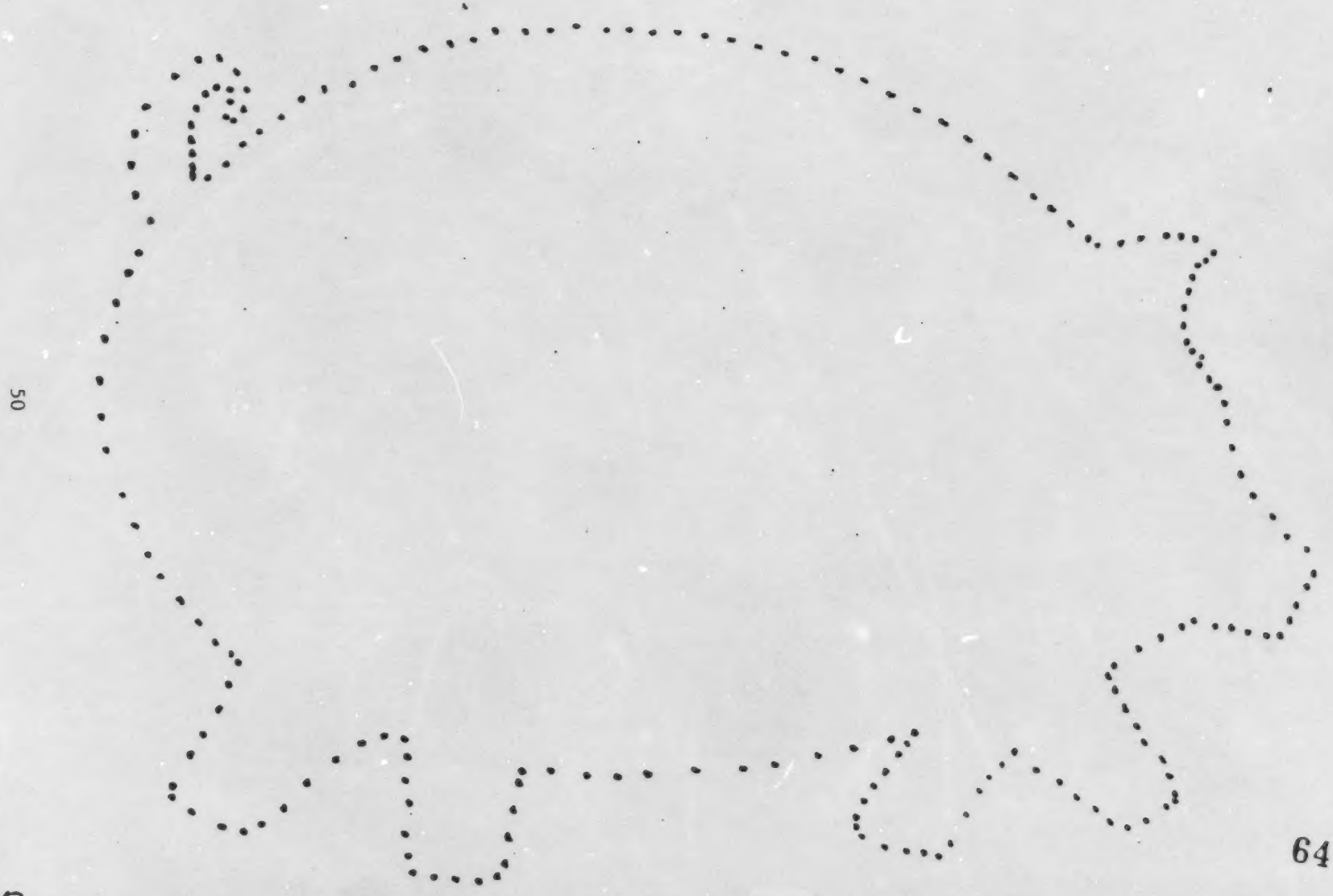

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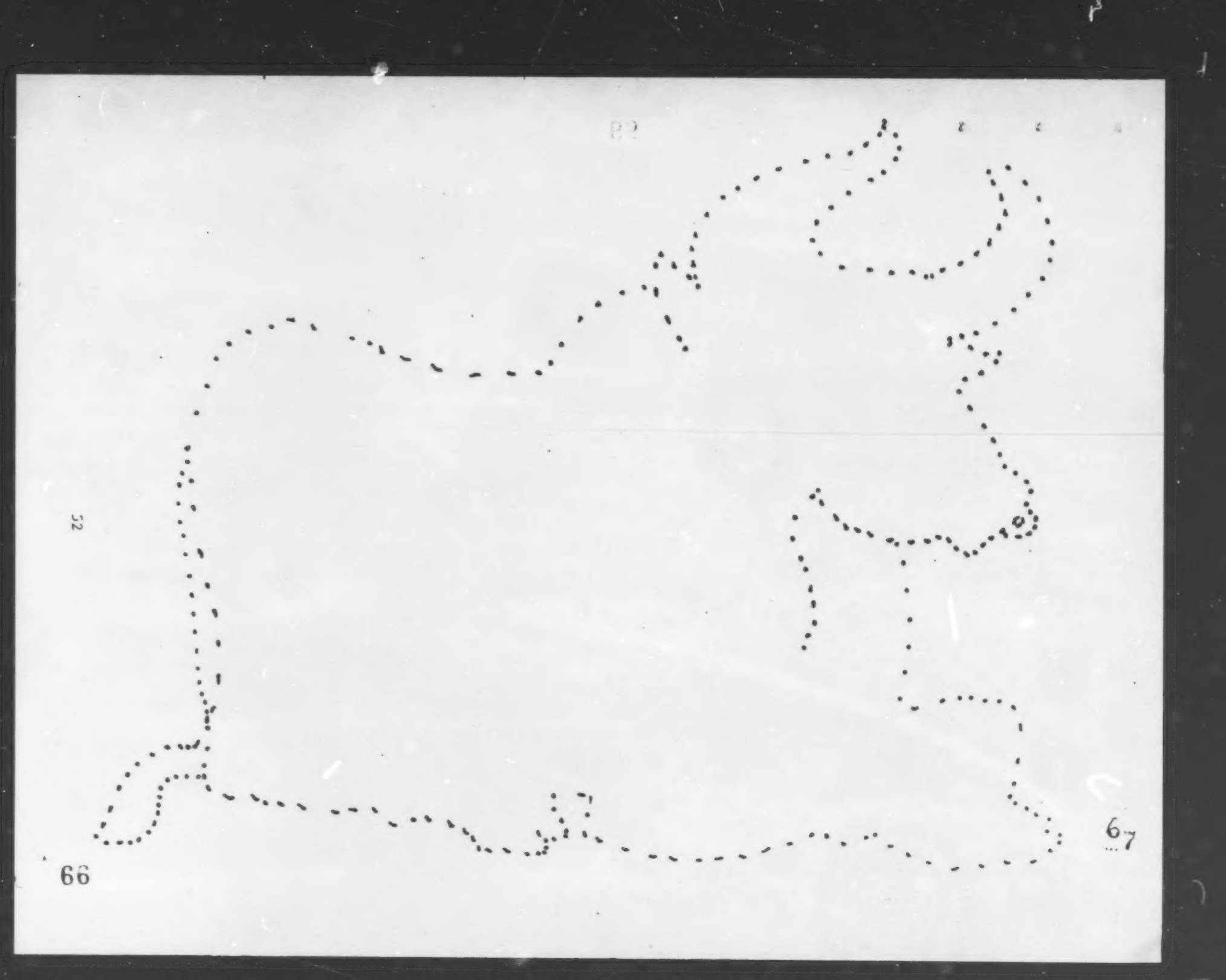
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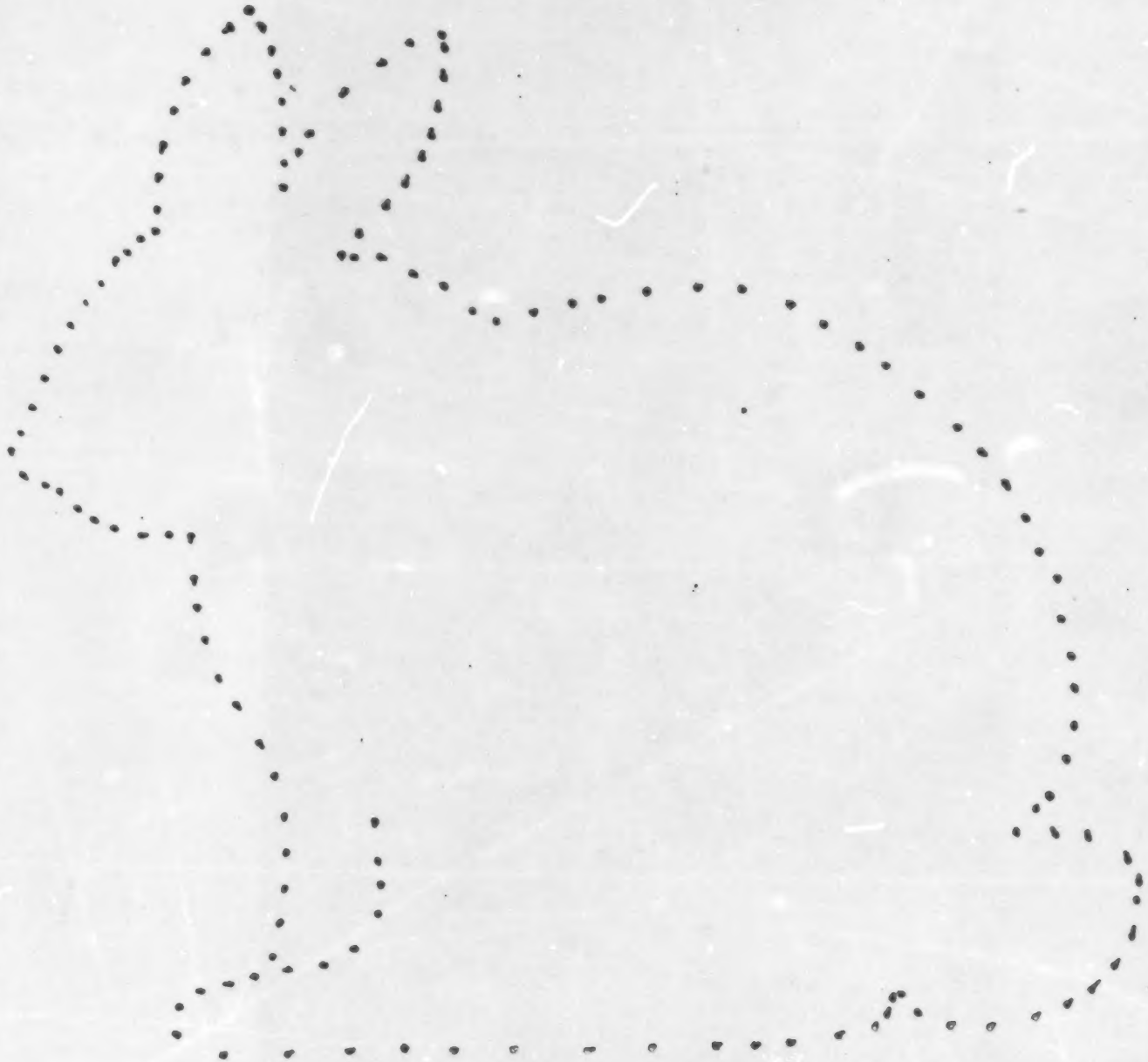


Eat Rice

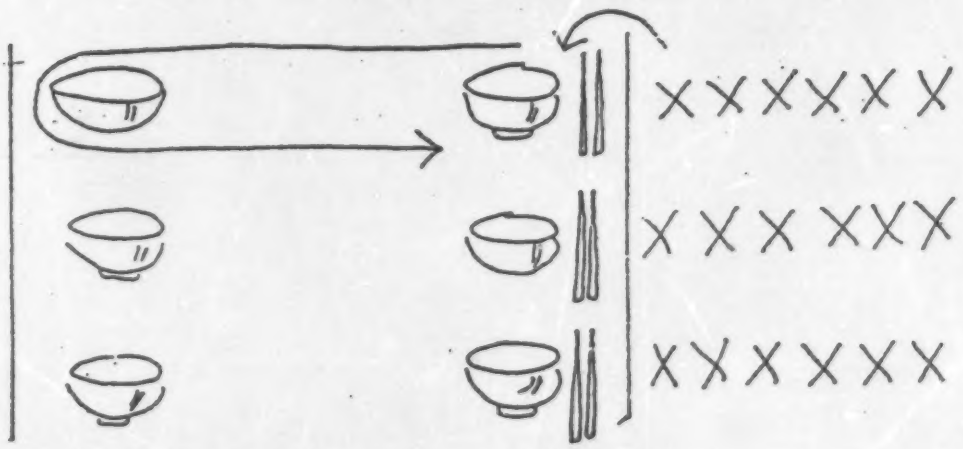
Introduction: Divide the class into groups.

Equipment needed: Two bowls per group, one pair of chopsticks per group, one bag of peanuts which symbolizes rice.

Number of players recommended: Entire class.

Method of playing:

Each group lines up in one straight line with each member behind the other. An empty bowl is placed immediately in front of each group. Approximately twenty feet away other bowls with peanuts are placed. The first member of each group is given a pair of chopsticks; he runs to the bowl containing peanuts, picks <u>one</u> up, returns and places it into the bowl in front of his group. If anyone drops the peanut on the way back, he must return to the bowl of peanuts and pick up another one and try again. When he has placed the peanut into the bowl, he hands the chopsticks to the next member of his group. The first group to finish wins.



Chinese Numbers 1-12

The following chart gives the Cantonese pronunciation and characters for the numbers 1-12. A pronunciation key is included for your information.

Students can practice writing the characters in the boxes provided on the chart.

Pronunciation Key

yāt	-	yut
yih	-	yee
sàam	-	som
sei	-	say
ńg	-	oon
luhk	-	loak
chāt	-	chut
baat	-	bot
gáu	-	gow
sahp	-	sop
sahp yāt	-	sop yut
sahp yih	-	sop yee

Tones In Cantonese

high falling	à
high rising	á
middle level	a, at
high level	ā, āt
low falling	àh
low rising	áh
low level	ah, aht

ENGLISH	CANTONESE PRONUNCIATION	CHARACTER
ONE	YĀT	一
TWO	YIH	二
THREE	SÀAM	三
FOUR	SEI	四
FIVE	NǴ	五
SIX	LUHK	六
SEVEN	CHĀT	七
EIGHT	BAAT	八
NINE	GÁU	九
TEN	SAHP	十
ELEVEN	SAHP YĀT	十一
TWELVE	SAHP YIH	十二

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FOOD RECIPES FOR CHINESE NEW YEAR

The Chinese believe that if you eat a variety of foods during the New Year, it will represent many things for the family - strength, good family relationships and good health. Many sweet foods are eaten because it is believed that these foods will bring a pleasant and "sweet" year.

The recipes presented here are included in a cookbook "Flavors of China" published by a local parent organization - CPSO, 1975.

FAHT GOH (Tea-Size Cupcakes)

These cupcakes should sprout and crack three times on top. If they do, you will have a happy and prosperous New YEAR.

1 C. Flour
1 C. Biscuit mix
1 C Milk
1 C. Sugar
Toasted sesame seeds

1. Mix together flour and biscuit mix.
2. Warm milk and add sugar, stirring to dissolve.
3. Gradually stir liquid into dry ingredients; batter will be thick.
4. Fill ungreased tea muffin pans 2/3 full and set pan on rack over boiling water in a large frying pan or electric fry pan with cover. Water should touch the bottom of the muffin pan.
5. Steam over high heat for approximately 7 to 13 min. or until tooth-pick inserted comes out clean.
6. Sprinkle toasted sesame seeds on top after steaming.
7. If stored, resteam before serving.

Yield 2 doz.

MARY PANG

CHINESE ALMOND COOKIES

1 C.	Lard
1 C.	Shortening
4 ½ C.	Flour
2	Eggs
1 3/4 C.	Sugar
2 tsp.	Almond extract
1 tsp.	Vanilla extract
2 tsp.	Baking powder
1 tsp.	Baking soda
1	Beaten egg (for glaze)
½ lb.	Blanched almonds

Cream together lard, shortening and sugar. Add all the other ingredients, except beaten egg and almonds, and mix well. Dough will be dry and crumbly. Roll dough into " balls and press a half almond in center of each ball. Brush top with beaten egg and bake 20 to 25 min. at 350°.

Balls may be rolled in sesame seeds instead of using almonds. Makes 8 dozen.

TAMI LEONG

CHINESE STEAM CAKE (Gai Don Goh)

4	Eggs (large)
1 C.	Flour, sifted
1 C.	Sugar
¼ tsp.	Salt
1 tsp.	Vanilla

Beat eggs until lemon colored and fluffy. Gradually add sugar (10-15 min.) Fold in flour and salt and mix well.

Pour into a 9" cake pan greased and lined with wax paper on bottom. Place pan elevated on a trivet in a large steamer. Cover and steam cook for 25 min.

Note: This cake can be baked also in a 350° oven for 40-50 minutes.

PAM KAY

FRIED BOW KNOTS

1/2 pkg. Won Ton skins
Oil for deep frying
Powder sugar

To each Won Ton skin cut a 1 ½" slit in the center diagonally and pull corner through the slit as in the illustration. Place several in oil preheated at 350° and fry until golden brown. Drain on paper towel and sprinkle with sifted powder sugar. Makes 36.

PAM KAY

COMMUNITY RESOURCES

1. Chinese Chamber of Commerce
   508½ 7th Ave. So.
   623-8171

2. Wing Luke Memorial Museum
   414 8th Ave. So.
   623-5124

3. Chinese Community Service Organization
   414 8th Ave. So.
   623-5124

4. Asian Family Affair (Newspaper)
   417 Rainier Ave. So.
   329-4224

5. International District Examiner (Newspaper)
   416 8th Ave. So.
   682-0690

6. Seattle Art Museum
   Treasure Box Program
   447-4790

7. There are many stores in the International District which sell items such as Chinese calendars, li-see envelopes, Chinese candies, etc.

Teacher Resource Center

These materials are available on a loan basis from the TRC located at Marshall.

Hsiao, Ellen. A Chinese New Year. New York: M. Evans: Co. 1970.
The story centers around a brother and sister who are sent to live with their grandfather after their grandmother dies. They learn the customs for burying and mourning and the exciting customs that prepare them for the Chinese New Year. (Elementary)

Hsu, Kai-yu and Palubinskas, Helen. Asian American Authors. Boston: Houghton Mifflin Co. 1972.
This work is an anthology of short stories, poetry and excerpts written by Americans of Chinese, Japanese and Pilipino ethnic groups. (Junior High - Senior High)

Jones, Claire. The Chinese in America. Minneapolis: Lerner Publications, Co. 1972.
A history of the Chinese experience in America from the goldfields and railroads, through immigration restrictions and anti-Chinese riots and contributions of Chinese Americans. (Intermediate, Junior High, Senior High)

Retedal, C. K. & Kan, B.S.L. Jing Ho Hauk Ho #1 & 2. Seattle: Fortune Cookie Press. Co. 1976.
A book of Chinese activities for children with short historical explanations about each activity.

Visual Communications. East/West Activities Kit. Los Angeles: Visual Communications.
Compilation of activities from Japan, the Philippines, China and other Asian countries.

Wong, Don & Collier, Irene. Chinese Americans Past & Present. San Francisco: Giant House Printing, Co. 1977.
This is a kit of reading and learning activities. There are 5 copies of the book, a teacher's guide, a chronological time line of events and 12 worksheets which can be duplicated.

Audio-Visual List

The following films are available from Audio-Visual and would be appropriate for Lunar New Year lessons.

Chinese Jade Carving	10 min.	Art 3-12	color
Chinese Ink & Water Color	18 min.	Art 5-12	color

The following filmstrip is available from Audio-Visual and the TRC at Marshall and would be appropriate for Lunar New Year Lessons.

Gung Hay Faat Choy SS K-12

Consists of one filmstrip, one cassette and manual.

A multi-cultural teaching aid sharing the symbolic meaning of the Chinese New Year and the many varied customs of the Chinese people. 1976

Please review the latest issue of the Central Library of Audio Visual Teaching Materials catalog for new films, etc.

SPI

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